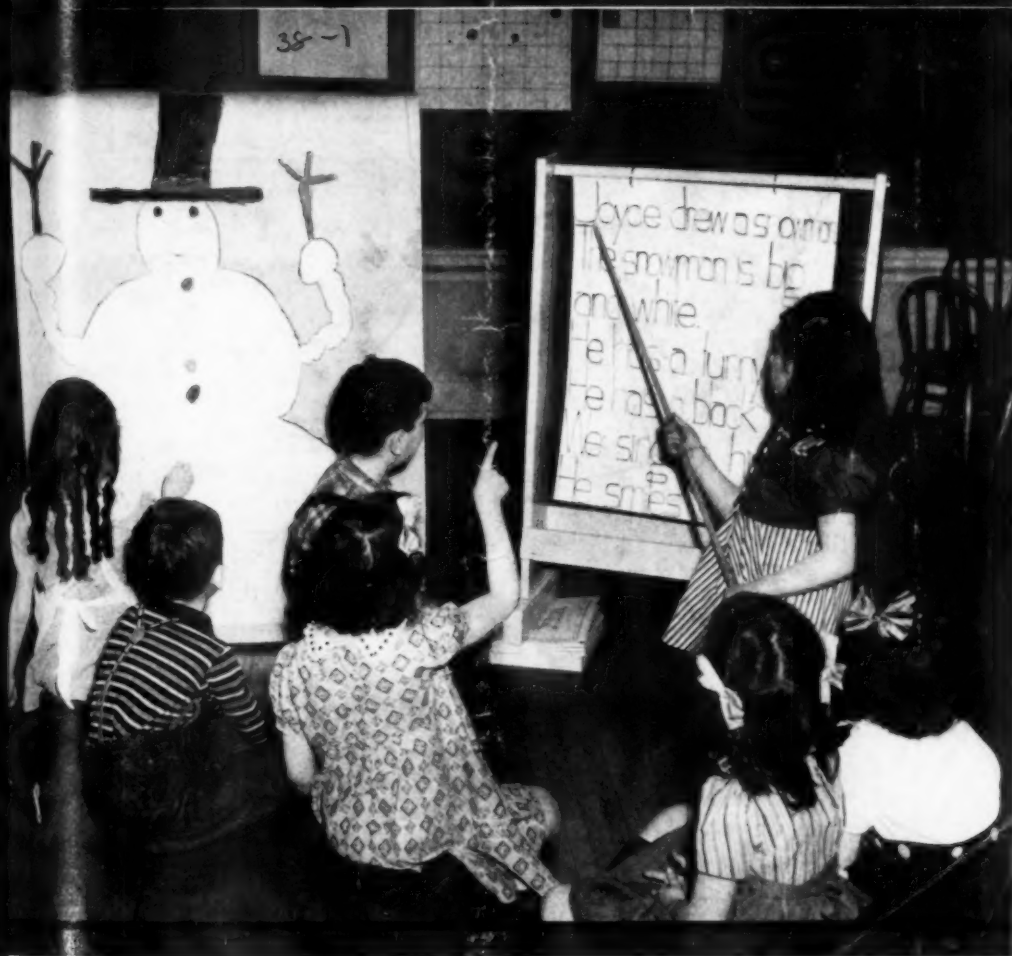


School and Community



Democratic School Administration
New Objectives for School Discipline
House Approves \$14,000,000 for Schools

JANUARY, 1952



We... need insurance?

The average young woman teacher may be unburdened by family cares. Her dreams of the future are bright . . . today is vital and tomorrow seems far away.

She appreciates the necessity of life insurance for family heads. But, she is often unaware of the advantages of life insurance for herself while she is still young and independent . . . when she is still insurable . . . rates are low.

Someday she will assume finan-

cial responsibilities toward others . . . marriage . . . children . . . parents in their declining years.

Your MSTA sponsors a plan for starting an insurance program on a modest income. For example: a member between 21 and 30 can subscribe to a \$5000 policy under this plan for *less than 8c per day!* This rate cannot be duplicated.

Investigate this unusual opportunity today.

"In case of death the bank pays your beneficiaries what you have saved. Life insurance pays them what you had hoped to save."



For further information
mail this coupon today.

Missouri State Teachers Association
Columbia, Missouri

Please send me additional information about
MSTA's Group Life Insurance Plan for members.

NAME _____
ADDRESS _____
CITY _____ STATE _____

Be sure to see the LATEST SERIES...

THE MACMILLAN READERS

GATES AND OTHERS

Complete new basal series designed to teach children to read well and love to read. Grades 1-8.

IN
READING

THE WORLD OF NUMBERS

CARPENTER AND OTHERS

Arithmetic learning that lasts; texts and workbooks for Grades 3-8.

ARITHMETIC

THE DEMOCRACY SERIES, Revised

Edited by CUTRIGHT AND CHARTERS

Acclaimed the country over for effectiveness in the education of children in the American way. Grades 1-8.

DEMOCRACY

Write for further information to

THE MACMILLAN COMPANY • New York • Chicago • Dallas • Atlanta • San Francisco

School and Community

OFFICIAL PUBLICATION OF THE MISSOURI STATE TEACHERS ASSOCIATION

VOL. XXXVIII

JANUARY, 1952

NO. 1

CONTENTS

FEATURES

House Approves 14 Million for Schools	6
Reflections of a Visiting Teacher	7
The Lot of Teacher and Administrator	8
Democratic School Administration	10
High School Career Conferences	12
New Objectives for School Discipline	14
Avoid the Hot War and Win the Cold	18
The Teacher of Business Subjects	24
Retirement System Financial Statement	26
Parents Formulate and Participate	28
Administrators Meeting	30
55 Rural Teachers Attend Conservation Workshop	31
100% Counties	46
100% Membership in NEA	46

DEPARTMENTS

Secretary's Page	Everett Keith	17
Our Teacher Poets		22
Items of Interest		32
New Faculty Members		33
Audio-Visual News		37
News From Other States		42
Deaths		43
YOURS . . . for the Asking		44
Important Events		44
Editorial—Financial Facts	Inks Franklin	48

INKS FRANKLIN, EDITOR

EVERETT KEITH, EXECUTIVE SECRETARY

Send all Contributions to the Editor

GENERAL OFFICERS

Roscoe V. Shores, President, Kansas City, Acting Superintendent of Schools; Roy E. Taylor, 1st V.-Pres., Herculaneum, Superintendent of Schools; E. T. Miller, 2nd V.-Pres., Hannibal, Superintendent of Schools; Raymond Houston, 3rd V.-Pres., Chillicothe, Superintendent of Schools; Everett Keith, Columbia, Secretary-Treasurer; Inks Franklin, Columbia, Editor, School and Community and Assistant Secretary; Gordon Renfrow, Columbia, Director of Field Service; Marvin Shamberger, Columbia, Director of Research.

EXECUTIVE COMMITTEE

G. Frank Smith, Chairman, Cameron, Elementary School Principal, 1953; Carl Henderson, Vice-Chairman, Moberly, Superintendent of Schools, 1952; Joe Herndon, Raytown, Superintendent of Schools, 1952; C. H. Lindemeyer, Kirkwood, Teacher, High School, 1953; Ralph Marcellus Rolla, Superintendent Phelps County Schools, 1953; W. Virgil Cheek, Springfield, Head, Department of Commerce, State College, 1953;

John E. Evans, Kansas City, Teacher, Central High School, 1953; Reuby S. Moore, St. Joseph, Principal, Hosea Elementary School, 1954; Marie Hoffman, St. Louis, Teacher, Longfellow Elementary School, 1954; H. Byron Masterson, Kennett, Superintendent of Schools, 1954; Roscoe V. Shores, Ex-Officio, Kansas City, Acting Superintendent of Schools; Roy E. Taylor, Ex-Officio, Herculaneum, Superintendent of Schools.

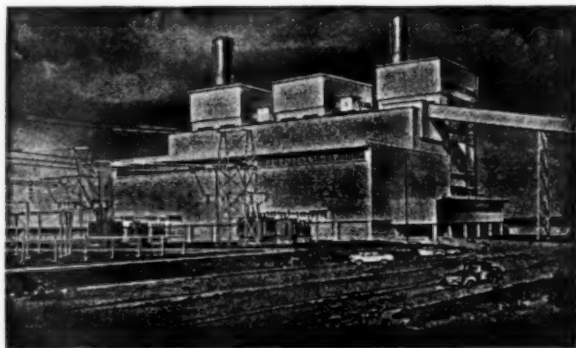
Published monthly except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$4.00, sixty cents of which is to cover cost of School and Community. Subscription of non-members, \$2.00 a year.

Change of Address. If you have your address changed give old as well as new address.

MORE KILOWATTS FOR KANSAS CITY



Hawthorn Station, Kansas City Power & Light Company's new steam-electric generating plant is now in operation. This new power station, which is located on the Missouri River in the Northeast Industrial District of Kansas City, Missouri, has had a capacity of 132,000 kilowatts since late August when the second unit went into production.

In addition, installation of a 99,000-kilowatt turbine-generator is scheduled for completion within the next 18 months. The Company's total generating capacity, when the third Hawthorn unit begins operation, will be twice as great as it was in 1941.

This expansion program is making more power available to the rapidly growing Kansas City area at a time when it is taking an important place as a production center in America's national defense program.

Kansas City 
POWER & LIGHT COMPANY



CRAYOLA® is Your Crayon

You enjoy using CRAYOLA. You get a sense of satisfaction from its clear, deep, true colors—light touch—rich texture—non-smudging permanence—unbending firmness. That's because CRAYOLA is "a quality product," deserving its unique eminence



in school art education. Box assortments 8, 12, 16, 24 and 48 colors. Also furnished in bulk for individual needs.

BINNEY & SMITH CO.

41 E. 42nd St., New York 17, N. Y.

Binney & Smith Co. Reps. in Pennsylvania are

Binney & Smith Co. Rep. in Missouri is Frank J. Browne

Good
Arithmetic Teaching
is EASY the
ADVENTURES
WITH NUMBERS
way

This famous arithmetic series
was designed to crown your teaching
efforts with Better-Than-Ever success.

ADVENTURES WITH NUMBERS

By OSBORN and RIEFLING

GRADES 1-8

So carefully written...

even poor readers
understand

So perfectly graded...

there is no log-jam of
skills in the middle grades

So rich in materials...

you can tailor your
program to fit each child

So psychologically sound

that thinking with numbers
becomes a teachable skill

J. W. REAVES • W. J. BREUER
Representatives

WEBSTER PUBLISHING COMPANY
ST. LOUIS 3 • DALLAS 1 • PASADENA 2

A new
Realist
develop
color,
Other
AMER
FORE

Ask our
your co
write d



tone qu
the spec
room li

RCA
new AM
which r
This in
recepti
casts .
range o
The Li

JANU

ENCOURAGE READING By Making It a Pleasure



BOOKS with wide interest appeal; books with easy vocabularies; books with a challenge for pupils in upper grades—all these and more are presented in this 1951-1952 Good Books Catalog.

THE COWBOY SAM BOOKS

Four supplementary readers for Grades 1 through 3 to lasso the interest of every junior cowboy enthusiast. The stories are authentic pictures of ranch life flavored with such adventures as rodeo contests and the threat of rustlers. Best sellers!

THE SCIENCE AND CONSERVATION SERIES

A new basal series to vitalize science teaching in the elementary grades. Realistic stories help children examine their own environment and develop their ability to use the scientific approach. Fully illustrated in color, with notes for the teacher. Vocabulary rigidly controlled. Other new titles you will want to know about:

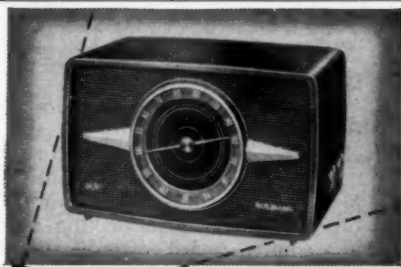
AMERICANS IN ACTION,
FOREVER GREAT Series

ROD, THE SKY MAN
LET'S BE POPULAR

Ask our representative, H. H. Freeman, 307 S. Florence, Springfield, Mo., for your copy of the 1951-1952 Fall and Winter Good Books Catalog No. GB51 or write direct



BECKLEY-CARDY COMPANY • Publishers
1632 Indiana Avenue • Chicago 16, Illinois



**"The set
that meets
your every radio need"**



THE RESURGENCE of the educational use of radio highlights the need of good equipment, with above-average

tone quality and reception to meet the specialized requirements of classroom listening.

RCA Victor is proud to offer a new AM-FM receiver, *The Livingston*, which meets your every school need. This instrument provides the finest reception of standard AM broadcasts... and if your school is within range of an educational FM station, *The Livingston* (Model 1R81) also

offers incomparable FM reception.

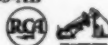
The Livingston has the famed "Golden Throat" tone system with an eight-inch speaker for console-type tone quality. Two built-in antennas for FM and Standard broadcast. And, of course, there is a phono-jack which allows you to plug in a record player, like the "Victrola"® 45 Attachment for superb record reproduction.

Your local RCA Victor dealer will be pleased to demonstrate this fine re-

ceiver for you. Fill out the coupon below for literature describing this and many other RCA Victor radio receivers. *"Victrola"—T. M. Reg. U. S. Pat. Off.

Mail Coupon for more detailed information

Educational Services, Dept. 133-AB
Radio Corporation of America
Camden, N. J.



Please send me complete information on the RCA Victor radio, *The Livingston* (Model 1R81).

Name _____

School _____

Street _____

City _____ State _____

House Approves 14 Million for Schools

This additional amount would probably bring state participation to about the average for the nation

Additional Appropriation

The House increased the additional appropriation for the public schools from \$10,000,000 to \$14,000,000 when House Bill No. 496 was taken up for perfection Dec. 5. An amendment was offered by Representatives Hearnese of Mississippi County, Ledgerwood of Clinton County and Anderson and Brown of Greene County and Meeks of Oregon County to increase the amount to \$14,000,000. The vote for the increase was 108 to 5.

The discussion of the needs of the schools by House members evidenced an understanding and appreciation of school problems.

Some confusion and misunderstanding has arisen from statements issued by the Missouri Public Expenditure Survey on December 3 and 4. The statement issued on December 3 stated that \$40,381,800 in state school funds had been distributed in August and December and that distribution for the year would reach \$50,000,000. The amount actually distributed was \$34,383,387.70, almost \$6,000,000 less than reported.

In a statement on December 4, issued by the Missouri Public Expenditure Survey to correct this error, it was predicted that one-third of the general revenue for this fiscal year would reach \$50,000,000. This would mean that the Official Budget estimate was \$34,500,000 in error for this year. The revised Official Estimate of the one-third places income for the biennium at \$83,300,000. This plus the 14 million would approximate the request for 98 million.

The Missouri Public Expenditure Survey's projection was based on the first five months of this fiscal year. It is noted that the increase in revenue during November was \$500,000 greater than the increase for the first four months together. Collections for future months will be watched with interest. It certainly appears overly optimistic to make such a prediction based largely on one month's unusual collections.

One of the arguments that may be presented against an additional appropriation, since the matter has been delayed so long, is that the money will reach the schools too late for use this year. The answer is that increases in teacher salaries when contracts are issued next spring will depend on the revenue available. An additional appropriation before then will make possible needed salary adjustment for the next two school years.

The Senate returns on January 21 and this affords an opportunity while your Senator is home for a thorough interpretation of school needs on state and local levels. This must be done if the \$14,000,000 approved by the House is to be expected.

Awaiting Governor's Signature

House Bill No. 211 provides that no state motor vehicle license shall be issued unless personal property taxes have been paid.

Bills Changing Status

Senate Committee Substitute for House Bill No. 353, pertaining to salary of the office of the county superintendent of schools has passed the Assembly. The bill provides two added duties for the county superintendent; first, making available to the county board of education the information required by section 165.673 and preparing annually a report to the county board of education and the citizens of the county which shall include a comprehensive review of the data required by section 165.673; second, preparing and continuously maintaining for the use of the public a census or index record card for each student in the public schools of the county except in school districts containing a city having a population of 25,000 inhabitants or more. For these added duties the county superintendent is to receive an increase in salary of \$1,000, with \$600 of the amount from the state school fund.

Senate Bill No. 80, relating to third class counties, increasing the maximum that

may be paid for clerical help for the office of county superintendent of schools from \$1,500 to \$2,000, with no increase in the amount provided by the state and increasing the rate of travel for the county superintendent to seven cents per mile has gone to the House. *House Bill No. 443*, providing the same for second class counties, has been approved by both Houses.

House Committee Substitute for House Bill No. 502, providing that benevolent organizations and governmental agencies having liability insurance shall be deemed to have waived any immunities they may have from liability for damages to the extent covered by insurance, has gone to the Senate.

When *House Bill No. 67*, making pos-

sible the employment of city school superintendents for a term not in excess of three years was taken up for final passage in the Senate, Senator Quinn made statements to the effect that he was desirous of making provisions for the fulfillment of the contract on the part of the superintendent of schools. It was placed on the informal Calendar and will doubtless be considered again when the Senate reconvenes.

House Joint and Concurrent Resolution No. 11, introduced by Representative Snyder, would increase the bonding capacity of school districts from 5 to 10 per cent of their assessed valuation. It has been perfected.

Reflections of a Visiting Teacher

SAM PASSIGLIA, Kansas City

The dilemma of most classroom teachers is, "Can I be all things to all men?"

The most important job in the educational picture is still the classroom teacher, if he is free from the entanglements and impediment of mechanics and pressure groups.

If the classroom teacher is to be "all things to all men," then he must have the time, equipment and personnel with which to do it.

Someone must decide now, whether or not the classroom teacher must be the Custodian for all the problems accruing in the community.

Forcing a student into a classroom for which he is not fitted is not a solution. It is "passing the buck."

The classroom teacher must either demand the employment of sound educational principles in the school, or become the dumping ground for the problems of others.

There is a vast difference between hav-

ing a student five days a week, one hour a day, and talking to the student at intervals for a few minutes.

One of the greatest aids to the classroom teacher is the homogeneity of fair conduct and attitude. Other types should be listed as special education.

The classroom teacher should not apologize for discipline problems. Finding them and pointing out their pattern is an aid to those who should administer to them.

If the classroom teacher can be graded and evaluated, then it follows logically in our way of life that he should have the right of doing likewise to others, all for the purpose of understanding.

Public schools have, for some time, burdened the classroom teacher with a variety of pupils, but few facilities at hand to administer to these varieties.

Two things a teacher can well use: 1. Time to do. 2. Things that can be done.

The neglected child is now the superior one. The tail is wagging the cow.



The Lot of Teacher and Administrator*

DR. BYRON CALLAWAY, University of Georgia, Athens

Missouri teachers and school administrators have good living conditions, but most spend much time on school work after regular school hours

IN the December issue of *School and Community* results of a survey on Missouri teachers and administrators were presented. These results applied to general information and personal information. In this issue, findings will be presented that are related to living conditions, working conditions, and miscellaneous information.

Living Conditions

The majority of Missouri teachers and

administrators studied have modern conveniences in their living quarters, such as central heating, electricity, running water, telephones, and daily newspapers. Over 97 per cent have radios. As the size of the community increased the number having these conveniences increased.

Two out of five own their homes, the majority of these being paid for. Eighty-seven per cent had 20 per cent or more of their meals at home and 17 per cent had 20 per cent or more of their meals at school. One out of ten ate at commercial eating establishments.

More than half of the Missouri teachers and administrators live one mile or less from school, and an additional one-fourth

*This is the second of two articles by Dr. Callaway published in this magazine and based on his Doctoral Dissertation, "Some Environmental Factors and Community Influences that are Brought to Bear Upon the Personal Lives of Missouri Teachers and Administrators."

live within a radius of five miles. The survey indicated that a large group commuted to the schools, generally driving an automobile.

Three out of five of the group studied carry life insurance, with an average amount for the entire group of \$2,343. Approximately the same number carry health and accident insurance, two-thirds of them extending this insurance to cover their families.

Twenty per cent did not have any medical facilities available in the community where they taught. Half of the entire group had dental work during the previous year, one out of three had used the services of a doctor for minor illness, and one out of ten had either been hospitalized or called a doctor for a major illness.

Only half of the teachers and administrators believed their salaries provided what they considered adequate clothing to wear, in keeping with their profession.

Eighty per cent indicated some type of savings other than life insurance. Government bonds, bank savings, and property were listed in that order of preference. Ninety-eight per cent contributed to the various community charity drives.

Working Conditions

The average Missouri teacher and administrator worked two evenings each month at school functions without extra pay. Those who received pay for working evenings at school functions represented less than 9 per cent of the group.

Practically all of the group indicated that they spent some time on regular school work outside of the regular school hours. The median number of hours indicated was 10.2 per week.

Three-fifths of the group indicated they averaged four and a half hours per month working on civic and community enterprises. Almost half of the respondents worked with some youth group, 30 per cent indicating they taught Sunday School classes. Only one out of eight said this work was compulsory.

One-third of the group worked either part or full time during the summer. Half of those answering indicated they attended college during the summer vacation.

Most of the teachers spent the majority of the weekends in the community where they taught. Approximately one-fourth believed there was some pressure for them to do this.

Two out of five of the group were teaching in their home town.

It was noted by 30 per cent that they were not allowed any sick leave. Five days sick leave each year was the median number indicated by the group. However, 11 per cent stated they were allowed ten days each year and several noted cumulative sick leave plans.

Miscellaneous Information

The median number of professional magazines purchased by Missouri teachers and administrators during the preceding year was 2.6, and 3.3 per cent did not purchase any. There were 26.1 per cent who did not purchase any professional books; however, the median number purchased was 2.6. Twenty-five per cent did not purchase any non-professional books during the preceding year, with the median number purchased 4.5. Only 6.3 per cent did not purchase any non-professional magazines regularly. The median number purchased was 3.6. The Readers Digest was purchased one and one-half times more than any other magazine.

Of the teachers and administrators, 46.2 per cent did not have professional magazines made available to them by the school and 23.2 per cent did not have professional books made available. The median number of professional magazines made available was 0.9 and the median number of professional books was 2.3. One out of five did not have access to a public library other than the school library.

Approximately half of the teachers and administrators spent 75 per cent or more of their salaries in the community where they taught. Only one-fifth spent less than 25 per cent. One out of five believed there was some pressure to trade in the community where they taught.

Seventy per cent of the group said the administration of the school was definitely democratic and only 13 per cent believed it was autocratic to some degree.

The majority of the group owned several kinds of property.

Democratic School Administration

CARL THOMPSON, Principal, Reed Junior High School, Springfield

Democracy in education without a doubt brings about efficiency in administration

BY and large, schoolmen have had difficulty in nailing down precisely what they mean by democratic administration. The trend is unmistakably toward democracy in education however, and even with semantic difficulties that are encountered certain fundamentals of concept and process—ends and means—are emerging.

While there are many points of view and many stages of development, there seems to be a common quality and uniformity of direction to most of the arguments and to most testimonials of practice. It is the intention now to present two concepts of democracy in education—concepts that start from different bases apparently but are directed toward the same ends. The two ideas may be labeled as, (1) the concept of efficiency in education and (2) the concept of inherent rights in education.

The Concept of Efficiency

The premise for the idea of efficiency in education is in the traditionally accepted legal philosophy that schools serve a universal society which expresses its will through the state and state created agencies. Schools then must responsive to the general will and efficient in educating each generation to live effectively in American society. Schools are democratic or undemocratic in the light of their product, the democratic or undemocratic citizen. Schools are democratic because they are established by a democratic society and efficient in the broad sense when they achieve publicly determined educational goals.

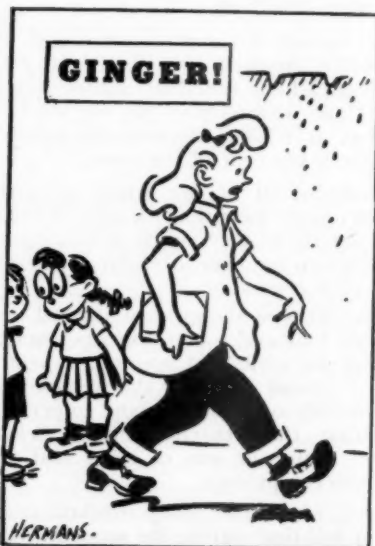
This concept promotes teacher participation in administration because teacher participation promotes efficiency in administration and raises the quality of the product of the school, and not because the teacher has any "inherent right" to participate. The following arguments will illustrate the value of teacher participation in administration from the standpoint of efficiency.

ONE: No school administration can

"know all" and of necessity must rely on the knowledge and skill of many teachers. The administration must constantly select different teacher members of the school to participate in exploring and defining and improving school policies. People are generally selected to participate in the solution of problems for which they must assume some responsibility.

TWO: School policies that are cooperatively planned will be better executed than when "handed down." The execution of policies must be a cooperative affair, therefore the planning should be democratic. Interest in and responsibility for the execution of policies will increase if the teacher participates in the planning.

THREE: Teacher participation in administration stimulates professional interest and growth. Teachers are more efficient if they are not confined solely to the class-



I hope girls will be girls again by the time I grow up!

room b
opment
increase
The be
serves

FOU
educati
a demo
someth
learn d
it is pr
in conc
ject to
Ergo—
particip

The C

Brief
herent
fected
creating

If a
all gro
school
particip
icy-mak
munity
non-pr
dents.
the sch
to tha
democr

Each
should
choosin
The m
munity
school
princip
and p
choosin
recent
favor
own p
legal r
future

Factor

Loca
human
will b
commu
ally, a
religio
trine,
cratic

room but participate widely in the development of school policies. It helps morale, increases interest and gives perspective. The better a teacher "feels" the better he serves the school.

FOUR: A primary purpose of American education is to build men and citizens for a democratic society. The argument runs something like this: Students can only learn democratic living in classes in which it is practiced. Teachers cannot be efficient in conducting such classes if they are subject to an authoritarian administration. Ergo—Teachers should be "allowed" to participate in administration.

The Concept of Inherent Rights

Briefly, the second concept, that of inherent rights, holds that every person affected by a policy should have a part in creating it, as an inherent democratic right.

If a basis of inherent rights is assumed, all groups involved in the processes of school administration have the right to participate in that administration and in policy-making—the administration, the community, parents, the school board, teachers', non-professional workers (custodians), students. To the extent that all employees in the school organization are not included, to that extent is the administration not democratic.

Each element in a school organization should constitute an electorate to share in choosing its own administrative officers. The members of a particular school community together with the teachers of that school should have a voice in choosing the principal. The community and teachers and principals should have a voice in choosing a superintendent of schools. A recent survey shows that teachers in general favor having a right to help choose their own principal. They also feel that any legal recognition of that right is far in the future.

Factors in Teacher Participation

Local community conditions and the human equation are obvious factors that will be operative in any school system. A community that is conservative, economically, and at the same time dominated by a religious group with an authoritarian doctrine, will have schools in which democratic ideals are used at best only as plati-

tudes for copy work in gaining skill in penmanship. At the same time, a fine liberal community with schools staffed with a capable group of teachers could become saddled with a superintendent or principal who would sabotage the democratic gains made over a period of many years.

There is a great deal of truth in the argument that the matter of democratic administration is primarily dependent on the personality of the leader, and that techniques in democratic practices change with leaders. Ellsworth Thompkins reporting on a recent survey of schools throughout the nation, lists the following very practical points made by schools in answer to the question, "how has your school proceeded in the achievement of democratic relationships?"

Schools were chosen that were known to have made some progress in this area. It was interesting that most of the schools stressed the importance of the principal as the mainspring of democratic administration. The following eleven techniques are the ones mentioned most frequently and are not necessarily the most important.

ONE: Participation of all staff members in discussing and deciding policy.

TWO: Adequate recognition of the contributions of staff members.

THREE: Participation of staff members in the selection of new personnel.

FOUR: A clear understanding that the faculty has freedom to teach and experiment for desirable educational objectives.

FIVE: An available and approachable administrative personnel.

SIX: Participation of the staff in the formulation of salary policy.

SEVEN: A good program of social activity for the staff.

EIGHT: Participation of the staff in orienting new personnel.

NINE: A pre-school clinic or workshop for discussing and studying professional problems and plans.

TEN: Staff participation in bringing about adequate and pleasant physical conditions of work.

ELEVEN: Holding professional meetings and conferences during the school day.

Today in the matter of administration, democratic or otherwise, there is another very practical aspect of the problem in the growing strength of community teachers associations.

High School Career Conferences

BERTHA M. RIGHTMIRE, St. Joseph

Organization of these conferences provides students with answers to questions about their future occupations

What's the Job Like?

This question is raised by every teenager when presented with possible employment or counseled to prepare for a particular vocation. To answer this query, Lafayette Highschool of St. Joseph holds an annual Career Conference in which members of the junior and senior classes meet with recognized adult leaders in their respective fields.

These conferences, the fourth of which was held Nov. 14, are arranged by Miss Georgee H. Hash, guidance counselor, who holds her Master's degree in Guidance from Columbia University.

In setting up this year's conference, Miss Hash held three meetings with the students and also consulted with them in smaller groups to determine what vocations should be discussed. Groups were arranged if six or more students wished to have them.

Students Were Grouped

The next step was to use these subjects as a basis for grouping the 250 students and scheduling these groups for two conferences with the discussion leaders. Members of the student senate were chosen to serve as host or hostess of each group.

Invitations were extended to citizens qualified to take part in the conference. These people were asked to meet the needs of students wishing advice on specific vocations.

The choice of vocations presents a cross section of the average community. However, this year's program differed from those of former years in that no groups were arranged for the medical profession, pharmacy, or the operation of beauty shops. This year's subjects and the number of students listing them as their first or second choice included: air stewardess—19; artist—14; armed forces—19; architect and/or building contractor—12; small business—7; engineering—43; farming—27; home economist—38; journalism—6; law—8; mechanics—50; music—22; nurs-

ing—42; radio technician—6; religious education—6; salesmanship—29; secretary—89; social work—19; teaching—40; telephone operator—18; and truck driving—10.

Each leader was sent a mimeographed sheet of suggestions for conducting a vocational conference. These suggestions were:



1. The period will be 45 minutes in length and we suggest that, as leader of the group, you give a brief presentation of requirements, opportunities, and trends of the vocation you are discussing and make the remainder of the meeting a round-table discussion as much as possible, drawing out questions from the students.

2. Be sure to leave time for questions, as this is an important part of the conference. However, it is well to be prepared to discuss additional points just in case there are few questions.

3. Don't oversell your occupation, but be sure to give the disadvantages and drawbacks as well as the desirable features of your work. Your aim should be to present the facts as you know them. In this way the student will have information on which to base his decision.

4. Please stress actual opportunities for jobs in the field you are discussing.

5. Please make some statement of what you consider the possible future trends in this occupation.

6. M
"make
7. Y
kind
field
the pr
and t
reache
8. V
mend
cation
9. I
contac
becom
work
10.
encour
various
them
or son

Address

The
audito
superv
school
sented
Yours

Disse
ferent
and se
ferenc
availa
schedu
and t
held.

The
cial a
Navy
from
of a s
Riddl
officer
minist
econo
depart
a mer
instru
junior
local
depart
the "C
mansh
tor of
terian
busine

6. Don't fail to state what it takes to "make good" in your field of work.

7. You may wish to lay stress upon the kind of work which beginners in this field would do, later discussing some of the promotional steps and stepping stones and the ultimate levels which may be reached by successful workers.

8. We would be glad for you to recommend some reliable material on your vocation.

9. If possible, suggest further personal contacts which may help the student to become better acquainted with the actual work done.

10. It will be appreciated if you will encourage students to make a study of the various occupations and, if you will assist them by telling of a trip, an interview, or something from your observation.

Address Opened Conference

The conference opened in the school auditorium at 8:30 A.M. Arnold Embree, supervisor of guidance in the St. Joseph schools, in a 15 minute discussion presented the challenge: "Are You Fitting Yourself for a Job?"

Discussion groups then assembled in different classrooms. In as much as all juniors and seniors were participating in the conferences, their regular classrooms were available for use. Each student had a schedule card listing the two conferences and the rooms in which they would be held.

There awaited the students: a commercial artist; a chief petty officer from the Navy recruiting substation; a sergeant from the Army recruiting office; the owner of a sporting goods store; the head of the Riddle Engineering Company; a training officer in farming from the Veterans' Administration; the Gas Company's home economist; a representative of the editorial department of the St. Joseph News-Press; a member of a well-known law firm; the instructor of music in the St. Joseph Junior College; a nurse from one of the local hospitals; the manager of the radio department of a local electrical company; the "Elmer Wheeler" instructor in salesmanship from a business college; the director of religious education from a Presbyterian church; the president of another business college whose field was secretary

and business education; the Buchanan County welfare director; the St. Joseph Supervisor of Instruction; the chief operator of the telephone company; a G. I. instructor in auto mechanics; and the owner of an interstate truck line.

Due to unavoidable circumstances, the T.W.A. air stewardess was unable to be present so her group was cancelled.

After each student had attended his two forty-five minute discussion groups, all participants returned to the auditorium where the Rev. Carl Hackman, pastor of the St. Paul Methodist Church, concluded the conference with a twenty minute address, "How Are You Fitting Yourself for a Job?"

Students Evaluate Discussions

Yearly, after each conference, students have helped evaluate the discussions. This year, the evaluation sheet asked the question, "Do you think the conference was worthwhile?" Give reason for your answer. In addition, the sheet read: In order to determine whether or not the Career Conference should be continued, and the ways in which it might be improved, we wish to have the opinions of those who attended. Will you please answer the following questions and make any comments you wish? You need not sign your name.

Name one group you attended

1. Did the speaker give you a chance to ask questions?
2. Did he appear to be well-prepared?
3. Did he give you the information you want?
4. Was sufficient time given to the group?
5. Did you participate in the discussion?

(This series of questions was repeated for the second group.)

The writer makes no attempt to ascertain what help Lafayette students have received from these Career Conferences but is interested in presenting the technique followed in this highschool. However, student responses and the enthusiastic approval of the adult leaders have been such as to justify the inclusion of the Career Conference as an annual event.

New Objectives For School Discipline

LAWRENCE DANIELS, Superintendent of Schools, Lincoln

We need to build practices of school discipline that prepare the child as a well-adjusted, self-disciplining person

AS an organized storm of criticism rages against the nation's schoolhouse doors, we should give serious consideration to the forces that combine to make such a storm reach its present velocity. While we busy ourselves with emergency action to prevent undue damage by the loosened storm, we should seek to determine basic causes of the disturbance and courses of action to remove these factors.

Our national nerves are frayed by the tremendous responsibilities we face in our position of world leadership; by the increasing burden on each individual for the support of domestic programs for which we can see no substitute action; and by the uneasy condition of world politics. The democratic way of life is challenged; we are tense in our moments of decision. And in this time of trial, our national conscience is sorely vexed by the endless parade of infidelities, by the breaches of conduct, and by the unethical and immoral practices we see in all walks of life.

School is a Scapegoat

Whenever nerves are frayed and a conscience is sorely vexed, a scapegoat is ushered onto the scene. The most vulnerable, popular, and passive scapegoat for the public is the school.

Are the nation's schools to become the national scapegoat? If so, what justifiable claims can be made against them? Wherein have they failed?

We must have faith in our schools. We must defend them against attack. We must build and man our defenses for this purpose. At the same time, we must examine and improve our product.

The greatest weakness in our product, the graduates of our schools who are the adults of today, lies in the lack of strong moral and ethical fiber. Lack of strong convictions concerning proper moral and ethical behavior is weakening our nation today. Our schools have not concerned

themselves sufficiently with moral and ethical teachings. These duties have been relegated to the home and to the church.



We must remember that our entire school program was once the responsibility of the home and church and that the duties of child training have been accepted, one by one, by the public schools.

Accept the Responsibility

The need for acceptance of responsibility for this last phase of the child's education is apparent and should be recognized. We recognize the value of the moral and ethical teachings the child derives from regular attendance in Sunday School. We recognize the value of the moral and ethical teachings received in Boy Scout and Girl Scout work. It is time we made this training available to every boy and girl in the nation through our public schools.

The core of our program of training in

moral and ethical behavior must be centered in the area we designate as school discipline. In the past, this vital phase of our school program—that of forming desirable habits of individual and group conduct—has been treated largely in terms of methods, techniques, devices, and tricks for obtaining the conduct desired by the individual teacher in the classroom. As we enter an era in which we must think and act in our schools in terms of guidance principles and life adjustment education, we must give serious consideration to the objectives of school discipline.

The broad objective of school discipline should be that of preparation of the child to take his place in the adult world as a well-adjusted, self-disciplining person with an understanding and appreciation of sound ethical and moral behavior. This general objective may be broken-down into numerous specific objectives by a definition of the terms of the general objective.

Consistent Action Necessary

Preparation implies that the child must be ready to act consciously, conscientiously, and consistently in the desired manner. It is not enough that he be told, that the right behavior be "taught," that the child act in this manner in the classroom. The child must acquire and practice those habits, both in and out of the classroom. They must become a part of that child.

By "the child" we mean each child individually, as well as a group of children acting through group control. Each child must be studied and approached as an individual. Each child, by reason of personality, family background, and environment, requires a slightly different interpretation of the desired code of behavior. The code must be interpreted to each child so that he may recognize its suitability to himself and justify his acceptance of it. Each child has a different means of acquiring the appreciations and habits desired and a different means of expressing himself in their terms.

By "adult world" we mean the world of adults in which the child lives as a child in school and the adult world of which he becomes a part upon completion of his education. The child must be adjusted to the world of adults about him during his school days and must be pre-

pared to accept full responsibility for his actions as a member of the adult world when he leaves our high school. The child should progress toward a complete stage of self-discipline throughout his school life. That progress should be so gauged that the last year of high school becomes a laboratory in which the student practices self-discipline.

Child Must Understand Himself

A "well-adjusted" person is one who is happy and comfortable in the role he plays in life. To be well-adjusted, the child must understand himself and his own actions in relation to other persons and their actions. He must be able to find harmony and balance between the two.

A "self-disciplined" person performs all conscious acts as a result of an inner-compulsion. Conduct must be of the individual's own choice and not be dictated solely by social pressure, legal action, or the threat or presence of physical force. To acquire self-discipline, the child must possess a sound philosophy of life which he interprets into a code of ethics that he accepts wholeheartedly.

Sound ethical and moral behavior represents the composite of Christian, democratic ideals, tempered with the pragmatism of the world in which the child must live, and in harmony with the findings of scientific methods.

To gain an "understanding and an appreciation" of sound ethical and moral behavior the child must study various types of behavior and the outcomes of these behaviors. He must study the behavior of individuals and groups, including nations, who have succeeded and failed in the past. He must study these behaviors in the world about him. He must estimate the results of these behaviors for himself.

Ideals Must Be Studied

Philosophy, morals, and ethics must be studied in the classroom in order to achieve the objectives of school discipline. Sound Christian, democratic ideals must be exemplified in the school. They must be fostered and encouraged in the school community. Our teachers must be trained, selected, and led to evolve a sound philosophy for their own lives; to understand and appreciate their own general objectives in

teaching; and to work with sincerity toward the attaining of these objectives.

The preparation of the child to take his place in the adult world as a well-adjusted, self-disciplining person with an understanding and appreciation of sound ethical and moral behavior is a duty the school cannot neglect. The average school of today is not achieving this goal. Two practices highlight our programs of school discipline today.

The first practice is that of orderly behavior occurring through fear of unpleasant circumstances of so-called disorderly behavior anywhere except in school. The result of this program is that the child does everything he can do without apprehension while in school and carries the habit into adult life. The child will compensate for over-strictness in the classroom.

Second Practice of Discipline

The second practice is an attempt to get away from the disastrous effects of the first. All forms of forced behavior are discarded in this second case with no other program substituted. The only method of preventing misbehavior under this situation is to provide an activity program which keeps the child constantly motivated and absorbed in the learning of subject-matter. The matter of behavior receives absolutely no attention. "Think, discuss, or act in terms of anything but discipline" is the rule of these schools. The word "discipline" is discarded. The result of this program is the graduation of a pupil who is catapulted from the frenzied motivation of school into a slowly moving adult world with no plan, no self-motivation. We find him balking like the proverbial donkey awaiting the motivation of some enticing morsel dangled before him.

Neither of these common programs of behavior control prepare the child for adult life. The first program assumes that there will be one law-enforcement official for each thirty-five adults; the other assumes the existence of a program of outside planning of the adults life that enables the adult to grasp at opportunities, budding without cultivation on either hand, without planning or controlling his own actions in any way.

The new program of school discipline

must place more responsibility on the child. Behavior problems must be treated as the child's problem with the teacher assisting in its solution. Each child must be made to feel responsibility for his own actions. We must discontinue the practice of all problems being the teacher's problems while the child busies himself creating additional ones.

Give Children Responsibility

The belief that the child should be shielded from serious thought because of the burden he must bear as an adult must be discarded. The child who enjoys complete irresponsibility will become an adult who still revels in irresponsible acts. We cannot expect a magic wand to wave over the head of each new adult, changing him from an irresponsible child to a responsible adult.

The human mind is a problem-solving mind. The active mind seeks problems to solve. Children and youth of today are starved for the opportunity of considering the worthwhile problem of fitting themselves into the adult world toward which they strive. Too many times they find their efforts blocked by protective adults who reserve the consideration of this problem for themselves. Deprived of real and worthwhile problems to solve, these children seek vicarious and sometimes precarious outlets for expression of their energies and abilities.

Miniature cities, Boy's State, Girl's State, and other self-governing youth groups have proven their value and popularity with children and youth. Most of these groups have been sponsored by groups outside our public schools and conducted as programs separate and distinct from our schools. Their example should be followed, not by isolated one-day programs in our schools, but in the everyday functioning of our school program.

Let's begin today to evaluate our present practices in school discipline. Let's discard those which defeat our purpose. Let's build upon those which prepare the child to take his place in the adult world as a well-adjusted, self-disciplining person with an understanding and appreciation of sound ethical and moral behavior.

Secretary's PAGE

IN BRIEF

Although the record breaking snow reduced the attendance at the State Convention in St. Louis from some sixteen thousand to eleven thousand, the program as a whole was well received by those present. Every effort is being made to make each state meeting more meaningful than the preceding one. One indication of many at the St. Louis Meeting was the innovation of the Department of Audio-Visual Ed. in sponsoring a clinic that served five hundred teachers and in providing fourteen other departments with audio-visual needs.

The proposed constitutional amendment, raising dues to \$4.00, for state, district and local associations was adopted by the Assembly of Delegates. Of the amount, \$2.60 will remain for the state (the lowest in the Nation), with \$1.00 refunded to district associations and 40c to community associations. Since the state association has been operating on a level that would have required \$8.00 dues, if this be the only source of income, the increased revenue is only a minor part of the total budget. Rising costs require additional funds to maintain the present level of efficiency, whether it be a school system or an organization. It is expected that additional services can be rendered and further announcement can be made in this respect when the budgetary information is available for the next fiscal year.

A decision written by the Commissioner of Division 2 of the Missouri Supreme Court on November 12, questioned the constitutionality of a portion of a law pertaining to the premium tax on domestic insurance companies. The decision was sent to the court *en banc*. The full Court will consider it, probably in February. It has some implications for the free textbook fund and an attorney for the Association is following it closely. A brief will be filed, if deemed necessary and helpful.

Many reorganized districts will be greatly aided during the transition period by the passage of S. C. S. for Senate Bill No. 143, increasing building aid to a maximum of \$50,000 and keeping the teaching units stable for a three year period.

The requiring of evidence of payment of personal property tax in order to secure car license should be helpful to many communities.

It was encouraging to see the House of Representatives, led by its younger members, add fourteen million dollars for public schools to the Omnibus Bill. The story will be completed when the Senate returns on January 21. Let us hope its members demonstrate a similar understanding of the needs of the public schools.

The Public Relations Committee held what may be a significant meeting on December 1. It is attempting to further the recommendations of the Leadership Conference relative to the work of community associations in the areas of public relations and school finance. The development of a speakers bureau to assist with these and other topics of interest to local groups is under consideration. Any suggestion as to individuals who might be willing to participate would be helpful.

A request for the establishment of a Department of School Nurses will be considered by the Executive Committee at its next meeting. The group had a successful session at the St. Louis Meeting.

During recent years, many requests have been received for Violette's *History of Missouri*. It has been reprinted and copies are available at the Association at \$4.00 each.

Many counties have a 100% membership in the Association; others will have shortly. See page 46. The NEA membership from Missouri is considerably more than this time last year.

Before discussing the work of the Association, read the members manual, *Your Association*.



Avoid the Hot War and Win the Cold

PAUL G. HOFFMAN, Director, The Ford Foundation

We have the opportunity to convert this mid-point of the twentieth century into the great turning point of all time

IN these days of tensions and crises, it sometimes seems that any thoughtful person might well conclude that the best we can hope for is a continuation for decades of a not-too-cold war between the Kremlin and the free world—or, at worst, a general hot, shooting war, the outcome of which might well set civilization back on its heels for a century.

Let us admit that there is a rather appalling mass of evidence in support of either of these viewpoints. And yet, for reasons I will give you, I do not believe that World War III is inevitable, nor do

I believe that we are committed to an endless cold war which will last so long that we will exhaust and wreck ourselves in the process of winning it.

Let's Keep Our Heads Cool

Let me deal first with the question of World War III. I am aware of all the dangers. I know that it is going to take very careful handling to prevent the Korean war from spreading into a general conflagration. I know that Yugoslavia, Iran, and Prussia are areas in which open conflict might break out at any time. But

if we ke
situation

I am
that the
War III
has no c
rible risi
a numbe

First,
well awa
warfare

Second
revolt t
started t
own cou
sia today
fifteen m
labor ca
at home
the satel
go on fr
matter o

The th
can win
constant
ported b
free nati
crumble
out a wi

Now I
that if v
Kremlin
the free
tell you
be won l
at a cost
win it wi

I want
derestim
As admin
tion Adm
tunity to
lently
cold war

More
an exam
I went t
demic c
of Berlin
acceptan
sity by
it to esta
freedom
Germany

When
the oppo

if we keep our heads cool, I think these situations can be kept under control.

I am as confident as I am of anything that the Kremlin is afraid to start World War III at the present time. The Kremlin has no desire to subject itself to the terrible risks of a hot, shooting war. I have a number of reasons for believing this.

First, the gangsters in the Kremlin are well aware of the devastation that atomic warfare would bring to Russia.

Second, they are aware of the dangers of revolt that they would face once they started their armies marching outside their own country. The vast unrest inside Russia today is attested to by the twelve to fifteen million men and women in slave labor camps and by the constant purges at home. There is even greater unrest in the satellite countries where bloody purges go on from month to month almost as a matter of routine.

The third reason is that they think they can win the cold war. They think that constant expanding pressure outward, supported by powerful fifth columns in all the free nations, will cause the free world to crumble and come under their power without a widespread hot, shooting war.

Now I want to tell you why I believe that if we act wisely, it will not be the Kremlin that wins the cold war, but rather the free world. Furthermore, I want to tell you how I believe the cold war can be won by us—not without heavy cost, but at a cost that is bearable—and how we can win it within this decade of the fifties.

I want to assure you that I am not underestimating the difficulties that lie ahead. As administrator of the Economic Cooperation Administration, I had plenty of opportunity to find out how ruthlessly and relentlessly the Kremlin is carrying on this cold war.

More recently I was in Berlin and saw an example of Kremlin strategy in action. I went to Berlin to take part in an academic celebration at the Free University of Berlin. The occasion was the formal acceptance of a grant made to the University by the Ford Foundation to enable it to establish itself as a center of academic freedom and democratic culture in Western Germany.

Whenever I am in Berlin, I like to take the opportunity to look behind the Iron

ABOUT THE AUTHOR

Paul Hoffman is known best to most Americans as administrator of the Economic Cooperation Administration for more than two years after his appointment in April, 1948. A former president of the Studebaker Corporation, Mr. Hoffman came into national prominence as chairman of the board of trustees of the Committee for Economic Development from 1942-48. For the past year as director of the Ford Foundation, Mr. Hoffman has administered a vast variety of projects to promote progress and understanding in the five areas of peace, freedom and democracy, economic well-being, education, and human behavior. The ideas expressed in this article are expanded further in Mr. Hoffman's recent book, *Peace Can Be Won*.

Curtain into East Berlin. On previous visits I had been struck with the great contrast in the two sections. In West Berlin there was an air of enthusiasm and buoyancy and hope, which was in sharp contrast to the drab conditions and dispirited people of East Berlin.

Children on the Side of Tyrants

But when I visited East Berlin this time, the city was crowded with young people who had been brought together from Eastern Europe for the Communist Youth Rally. The streets were decorated with streamers and banners which proclaimed Stalin as the prince of peace. There was nothing drab or dispirited about these young people. They were joyful and jubilant. They were marching and singing and their faces shone with the light of their convictions. They really believed that Stalin meant peace and that Communism was another word for the brotherhood of man.

This is the third time in our lifetime that children of a nation have been enlisted on the side of tyrants. Mussolini put them in Black Shirts—and set them to marching and singing.

The minds of children behind the Iron Curtain are being stunted and dwarfed. The natural development of their minds is prevented. What is left of their minds is being stuffed with tripe and rot. It is a terrifying process.

The tactics I am going to outline for you as a way to win the cold war with the Kremlin within this decade do not include

fighting fire with fire. Quite the contrary, we must use methods appropriate to our ends, which are to help achieve peace with freedom and justice—and to give the children of the world an opportunity to grow and develop as God intended. The means of the Kremlin are suitable only for their ends, the enslavement of men. Using the right tactics, I have every confidence that we can lead the free nations to victory on every front.

The first thing we have to do, in my opinion, is recognize that the Russians are deliberately and systematically fighting this cold war on four fronts—the military front, the political front, the informational front, and the economic front. The men in the Kremlin believe they can defeat us in this cold war by attacking on those four fronts. I believe that we can prevent a hot, shooting war and win the cold war if we lead the other free nations in bold and imaginative counterattacks on those same four fronts.

Counterattack on Four Fronts

The most urgent of these fronts, of course, is the military front. That is because the men in the Kremlin respect only one thing—strength. Unless the free world builds up its military strength—and builds it up quickly—we are inviting the Kremlin to start World War III. We are now spending at the rate of about \$60,000,000,000 a year to arm ourselves and our friends, and I think it is the best investment in peace we can make.

But while we are building our military strength, we must not forget that the Russians are busy on three other fronts—the political, informational, and economic. On the political front we must consciously support and endeavor to give new vigor to the institutions which tend to unite the free world for its common defense. I refer particularly to the United Nations and the Atlantic Pact. As a leader among equals, we must use our influence to promote political unity within the free nations and among them. Wherever there is a breach between the free nations, you will find the Russians wedging in to widen it.

On the informational, or propaganda, front, the Russians are way ahead of us. They are telling their big lies with incredible energy and ingenuity on both sides of the Iron Curtain, and we have all too many

reasons to believe that more and more desperate people are coming to believe them. We need to counter those big lies with big truths—and we have to tell the truth with the same energy and force the Russians use in telling their lies.



We cannot delude ourselves, however, that big truths will have lasting effects in the minds of men unless they are accompanied by big deeds. In my experience, the most effective propaganda is that in which the deed comes first, then the word. It is on the fourth front—the economic front—that we have an opportunity to achieve a great cold war victory, perhaps a decisive victory, with our deeds. In a very real sense, today's contest between freedom and despotism is a contest between the American assembly line and the Communist party line.

We are spending \$60,000,000,000 a year on our military program, and there is almost no American voice heard in protest. And yet there are many powerful voices raised against the comparatively small expenditures required to fight the Communists on the economic front. It is not enough to stop the Kremlin militarily. We must also help the people in the critical areas of the world help themselves; help them fight the poverty, disease, and despair which are the pay dirt of Communism. We have got to help them improve their conditions, to the point at least where the Communist cry, "You have nothing to lose but your chains!" will fall on deaf ears, instead of ears cocked for every whisper promising hope.

They Want Jobs—Not Handouts

Some of you may think I am proposing a sort of International WPA which will in-

duce
to do
Before
had I
lot
peans
outs.
ered
hand
they
ery th
in gre
hope
went

I
quart
nation
out a
ance
billio
rope.
progr
000,00
less t
in As
I kno
so m
nomic
mocr
place

Invest

Per
our a
tion
muni
of pe
mode
man
any r
—eve
woul
the U
help
coun
mode
I wo
did n
of an
progr
kets.
pros
we c
four
incom
inter

duce these people to think all they have to do is hold their hands out to Uncle Sam. Before I became administrator of ECA, I had listened to a lot of talk, and read a lot of articles, about how lazy the Europeans were, how all they wanted was handouts. But when I got on the job, I discovered in a hurry that they didn't want handouts; they wanted a chance to work; they wanted hope. The miracle of recovery that has taken place in Europe is due in great part to the simple fact that once hope re-entered their hearts, they really went to work.

I estimate that \$2,000,000,000—three-quarters of one per cent of our annual national income—will enable us to carry out adequate programs of economic assistance in the year ahead. Of this, about one billion is needed to finish the job in Europe. (Incidentally, the original cost of the program in Europe was estimated at \$17,000,000,000; the actual cost so far has been less than \$13,000,000,000.) The program in Asia will require less than one billion. I know of no way in which we can get so much for our money as by giving economic assistance now, while the new democracies in Asia are struggling to find a place in the framework of the free nations.

Invest in the Future

Perhaps the immediate justification for our assistance on this front is the contribution it will make toward stopping Communism. But even if Stalin were the prince of peace instead of the last in line of the modern dictators with lust for power—a man with more blood on his hands than any man in history, including Adolf Hitler—even if his intentions were peaceful, I would still say that the best investment the United States could make would be to help develop the economically retarded countries that are struggling to become modern democracies. As a business man, I would consider myself very derelict if I did not devote one per cent of the income of any firm I was operating to long-range programs of development of future markets. If we want to invest in the future prosperity of the United States of America, we cannot do better than invest three-fourths of one per cent of our national income in the long-range development of international markets.

What I have been trying to say is that if we build up the military strength of the free world to a point where the Russians will never dare attack, and if we wage the peace on the other three fronts with vigor and imagination, the gang in the Kremlin will find their dream of world conquest has gone.

It is odd, isn't it, that a group of men in the Kremlin who have nothing to offer the world but slavery—and who represent a power that you cannot rate other than second class, a power whose total assets don't compare with those of the free world, a power whose people are suffering the lowest standard of living in the world—it is odd, isn't it, that this small group of men representing this second-class power has all the rest of the world trembling?

In this country, fear of the men in the Kremlin and knowledge of their treacherous ruthlessness has resulted in the belief of too many people that we ought to attack before we are attacked. But that is not the way to get where we want to be. That is the way to get into a hot, shooting war that would cost us a billion dollars a day—and that is the least important measure of the cost. You do not prevent a war by starting one.

Action for Peace

People everywhere want peace. That is a fact that shouts at you wherever you go on this globe. It is true here in America; it is true in Europe, true in the Middle East, true in India, Pakistan, and Japan. This yearning for peace is real. You can feel it wherever you go.

We Americans now have the opportunity and the responsibility to lock arms with the other free nations in an irresistible march toward the thing we all want most—peace with justice.

This program I have suggested is a program of action for Americans. We Americans like action. I think that the reason the let's-drop-a-bomb-boys—those who think that war is inevitable anyway and we ought to strike first—have had so many followers in this country, is simply because we as a people like action. But once we press forward with vigor and imagination on a program of action for peace, the feeling that war is inevitable will disappear in thin air. If we wage the peace, we can win the peace.

Our Teacher POETS

NEW YEAR

Good-bye, Old Year! Tried, trusty friend
thy tale at last is told;
O New Year! write thou thine for us in
lines of brightest gold.

—UNKNOWN

GOD PITY THEM

GOD PITY MEN who cannot hear the voice
That leads along the path to daily prayer,
Who cannot see in flowers the hand of God
And cannot hold a sweet communion there;
Who cannot feel that cheerful songs of
birds
Are but a hymn of praise to God above,
Who do not seek the Master's care
And do not know the power of His great
love.
God pity men who cannot sing His praise
And see Him manifest in many ways.

—HELEN KITCHELL EVANS, St. Clair

POEMS

I THINK that now I shall see
A poem as lovely as a tree.

A poem whose precious lines are stressed
For my Mother who is blest.

A poem that sends to God its care
A Christian vow—a Christian prayer;

A poem that may in suffering share
A hoard of comfort from despair;

Upon whose lines tears have lain;
Who intimately lived with pain.

Trees are made by God you see
But poems are inspired from Him to me.

—A. J. BRYANT, Centralia

THE WANDERING MINSTREL

THE FELLOW WITH the fiddle is a carefree
man,
For he doesn't have to labor and he doesn't
have to plan;
His fortune's in his music and his music's
in his soul,
And to play it on his fiddle is the fellow's
only goal.
But when the dark has gathered and there's
none about to hear
Then the fiddle wails to Heaven of his
loneliness and fear,
Of his sickness and his longing of a hearth
to call his own,
And the knowledge that he nevermore will
wander all alone.

—HARRY EZELL, North Kansas City

HOOR OF LIGHT

IF YOU COULD HALT the beat of time.
And grasp life's pendulum by the tail.
To relive again that moment sublime
When you ruled supreme and friends did
hail.

It may have been a simple thing. . .
And scarcely worth a passing thought;
Still in that hour it made you king
And you easily could the world have
bought.

Each one of us has had this thrill,
Regardless of our stand in life. . .
It's one thing sorrow cannot kill;
It withstands all hardship . . . defies all
strife.

As time goes on and death draws nigh,
We cherish this hour and hold it tight . . .
A gift no king could hope to buy . . .
It remains our own . . . our *Hour of Light*.

—ROBERT L. GANTERT, Laramie

SCHOOL AND COMMUNITY



WEEK AFTER CHRISTMAS

It's THE WEEK after Christmas and all through the house,
Enough candy and pop-corn for many a mouse.
It's the week after Christmas—we said that before—
And there's tinsel and paper all over the floor.
Everybody is busy, with smile or with frown,
Rewrapping their presents for exchange down town.
It's the week after Christmas—we repeat it once more,
And re-tied are the parcels marked "Return to the store."

His neckties so glamorous with leopard-like spots,
He's swapping for dark ones with white polka dots.
The gay little sweater he thought she'd adore,
She's trading for a bird-cage with cute folding door.
His muffler so neat in silver-starred box,
Goes back for suspenders and two pairs of socks.
The dear little apron in checks green and red,
Will find it's way back for a blue one instead.

It's the week after Christmas and all over town,
In merry mad scramble the shoppers come down.
Oh, you don't believe it? Well, just watch and see,
It's always been thus and ever will be.
It's the week after Christmas and Old Santa is gone,
But the changing of presents is still going on.
But the week after Christmas sets everything right,
So, that ends the story. Happy New Year!
Good Night!

—ALICE ROOP, Springfield

SCRAPS

WHAT SORT OF THING is a poem?
Just a scrap from the cloth of life,
Just a bit cut off from the whole
By the poet's vandal knife.
Golden dust in the sunshine,
A sprinkle of silvery rain,
A street of the city at noonday,
The brown of a country lane.
A strain of familiar music,
The charm of a nodding flower.
The delicate arch of a rainbow,
The peace of a quiet hour.
The headline events of a lifetime,
The gentle thoughts of a child,
The paths of a planted garden,
A jungle tangled and wild.
Each is a poem for the writing,
A scrap from the cloth of life;
Cut from the whole for a keepsake
By the poet's vandal knife.

—LOIS MAYES, Kansas City

A CITIZEN

WHAT IS A CITIZEN, I ask
that implies so many things,
What are the rights and duties
that *Citizenship* really brings.

It is found in a set of rules
like playing a game of ball,
There may be a strike or foul
but a duty for us all.

A right to be free, worship,
vote, and work without fearing,
Oh! What rights for a citizen
could not be more endearing.

Being a citizen implies more
for it is found in duty call,
The duty is to serve, vote, and
work for the common good of all.

To obey the laws made for all
and none to break at will,
Playing the game according to rule
requires the greatest of skill.

Oh! be a citizen true and tried
in each task that is your fate,
That our nation may be strong
truly proud, and really great.

—C. F. BEVANS, Kansas City

Problems of The Teacher of Business Subjects

DR. C. L. LAPP, Associate Professor of Marketing, Washington University

**A better understanding of the problems facing them
is needed by teachers of business techniques**

MORE emphasis should be given to make schools and universities the source of advanced business techniques. Universities have followed accepted business practice in their teaching rather than leading the way in this field. The program of universities should not be so far ahead of actual business practice to be impractical, but commerce colleges and high school departments of business should increase the amount of effort devoted to business research. The information obtained through such studies should be made available to all faculties in order to improve the content of our present courses.

The Federal Trade Commission and other governmental and non-governmental bodies are more and more being confronted with ethics in business. It is a moot question whether an entire course should be taught in business ethics, but every instructor should feel the responsibility to teach ethics as related to his subject. Many faculty members with whom I have been associated have felt that the study of business ethics is a waste of time. I feel that the ethics of the business world can be improved only as educational institutions spearhead the way.

Problems Related to High Echelons Within Schools

Formal, objective procedures should be set up for evaluating the teaching performance of instructors. I am not sure that the solution is departmental examinations, conferences by administrators with the teacher's students, or even classroom observation; but it is my contention, if more emphasis was placed on the teaching aspect of the teacher's job, more effective teaching would result.

At the present time, much of the teaching in schools confuse, rather than clarify the thinking of students in business. This

condition results from the failure of teachers to arrive at common terminology in the description of similar business situations. Faculty members should clarify their viewpoints by use of common terminology wherever feasible through conferences arranged by their superiors.

The foregoing problem is greater than just one of terminology. Provision should be made for conferences for the purpose of familiarizing each teacher with the subject matter of relative areas. The research and developments in one field through these conferences should be brought to the attention of the teacher in "clearing house" sessions in order that new developments in one area can be evaluated in respect to the teacher's own area of interest. One of the results of these proposed meetings should be written objectives as to what should be accomplished by teaching business subjects. Should the business student be provided with business techniques, a philosophy, or both?

Expense accounts for teachers could do much to improve performance. Such expense accounts should provide for membership fees in professional organizations and the purchase of magazines and books that would be useful in the teacher's areas of interest. All too frequently the basic objective, education, becomes forgotten or at least perverted with supplementary objectives receiving both effort and available funds.

Problems Related to the Student

Testing: One of the biggest problems that I have in my relation with students is preparing tests which give an objective evaluation of the student's performance. I consider tests as a part of the teaching process and therefore a part of the session following a test should be devoted to fur-



ther clarification of the material that has been previously covered. The placing of all copies of mid-terms and finals that have been given and as they are given in the library should be required. This would eliminate a great deal of "cheating" and would force instructors to revise their examinations. Also, I believe that students are entitled to the return of their final examinations which is not a common practice in the colleges of today.

Grading: An objective evaluation of the type of work that should represent each letter grade should be made. This problem becomes of great importance if the letter grade C represents an average accomplishment in the minds of the instructors. The student is often required to maintain a B in his major field. Thus, a B tends to become representative of the average accomplishment. Such an objective evaluation would to some extent tend to establish greater uniformity in grading. Most students are not learning in large classes to express themselves. This shortcoming is the fault of overpopulated classes. Smaller classes would give time for each student to make oral presentations. In the past, I have attempted to let students pick a topic in the course and make at least a ten minute presentation of their own choice at the time that particular area is being studied. Essay examinations and other written projects could be used to improve the student's ability to express himself, if more expert assistance in grading was provided.

Counseling: This aspect of my job has always seemed to be a problem. Just how much time should be allotted for this pur-

pose? If a teacher attempts to do a good job, then he is swamped with students desiring help. It is a part of the teacher's job, but if a teacher is not careful it can take up valuable time that might be spent, or should be spent, on other phases of his work. Adequate office space should be provided for counseling with students if a teacher is going to carry out effectively this activity.

The same courses should be scheduled for a specific room. This encourages the use of many teaching aids that are too heavy or bundlesome to transport from one room to another.

Some long-run method of following up on students in your classes should be set up to give the teacher some idea of what has proved valuable and what has proved of little value in his work with students.

Problems Related to the Course Content

It is very difficult to decide how much emphasis should be placed on fundamentals and principles, plus examples to illustrate; and how much time should be spent teaching students to acquire the ability to apply principles to actual business problems.

It is difficult to draw the line on the extent to which the interests of students should determine the content and emphasis placed on relative areas of a course. Experimentation is certainly needed in respect to these last two points by the training experts.

A better understanding by teachers of the job that is theirs to do, and a greater recognition on the part of the community of the value of the teacher to a community will do much to improve education.

Retirement System Financial Statement

THE following financial statements were prepared from the records of the Public School Retirement System as of June 30, 1951. The statement of receipts, disbursements and balances is reduced to a summary.

The Board of Trustees has submitted complete data to the actuary so that a valuation of the system may be prepared as of

July 1, 1951. A summarization of the findings of the actuary will appear in a subsequent issue of this magazine.

Complete financial reports, along with findings of the actuary, will appear in the annual report of the Board of Trustees. Copies of this annual report of the Board of Trustees will be sent to each superintendent of schools.

PUBLIC SCHOOL RETIREMENT SYSTEM OF MISSOURI FINANCIAL STATEMENT AS OF JUNE 30, 1951

ASSETS

Cash:

Custodian's Account		
Bank Deposits	\$ 201,628.98	
On Hand—Deposited in July	113,295.50	
Total Custodian's Account		\$ 314,924.48
Operating Account		54,434.77
Total Cash		\$ 369,359.25

Investments:

U. S. Savings Bonds, Series "G"	\$1,782,000.00	
U. S. Savings Bonds, Series "A"	250,000.00	
U. S. Savings Defense Bonds, Series "F"	1,099,640.00	
U. S. General Treasury Bonds, 2½%	2,205,000.00	
U. S. Treasury Investment, Series "B"	6,000,000.00	
Bonds of Municipalities of Missouri	636,500.00	
Total Bonds		\$11,973,140.00
Unamortized Premium on Securities Purchased	\$ 135,971.08	
Less: Unaccumulated Discount on Securities Purchased	31,880.23	
Total—Premium Purchased		104,090.85
Total Investments		12,077,230.85
Accrued Interest on Investments		89,656.17
Accounts Receivable		152,361.86
Accrued Interest on Securities Transferred		1,691.68
Total Assets		<u>\$12,690,299.81</u>

LIABILITIES AND RESERVES

Accumulated Contributions of Members	\$ 6,095,887.14
Accounts Payable	2,423.68
Reserve for Accrued Interest on Securities Transferred	1,691.68
Reserve for Benefits	6,590,297.31
Total Liabilities and Reserves	<u>\$12,690,299.81</u>

SUMMARY OF RECEIPTS, DISBURSEMENTS AND BALANCES

BALANCE—JUNE 30, 1950	\$ 503,032.71
Receipts:	
Contributions of Members	1,857,762.04
Contributions of Employers	1,857,894.90
Interest Received	198,050.34
Sale and Redemption of Securities	404,875.00
Receipts from St. Joseph Transfer	25,815.73
Receipts and Balances	\$4,847,430.72
Disbursements:	
Purchase of Securities	\$3,870,168.22
Office Equipment Purchased	1,018.35
Operating Expenses:	
Personal Services	\$ 32,755.36
Actuarial Expense	3,988.00
Other Operating Expenses	13,175.93
	49,919.29
Withdrawals:	
Deaths before Retirement	\$ 12,244.02
Other Withdrawals	275,374.93
	287,618.95
Refunds—Errors in Remittances	4,439.23
Retirement Allowances	264,907.43
Total Disbursements	\$4,478,071.47
BALANCE—JUNE 30, 1951	\$ 369,359.25

A Teacher's Checklist on Values

Dr. Wilbur Murra, Educational Policies Commission, contributes the following checklist:

Teaching moral and spiritual values is the job of every public-school teacher, in all grade levels in every subject, says the Educational Policies Commission in its recent book on the subject. How are you doing your job?

1. Do you consider the character development of your pupils to be a major objective of your teaching?

2. Have you ever put in writing a list of the specific values which you try to teach?

3. In your relations with others (including your pupils and fellow-teachers), do you try to live by the values which you seek to teach?

4. Do you encourage your pupils to make their own decisions on courses of conduct, refraining from telling them just what to do and what not to do?

5. Do you encourage the expression of, and show respect for, the ideas of individual students even when those ideas are unpopular or are rooted in ignorance?

6. Do you help the children or youth in your class to realize that they will achieve greater happiness in the long run if they sometimes forego momentary pleasure?

7. Do you refrain from indoctrinating

your pupils with your own religious beliefs?

8. If you have a pupil who feels different from his classmates because of his "peculiar" religious beliefs or practices, do you reassure him that his religion is right for him?

9. If you have a pupil who feels different from his classmates because he and his family do not profess any religion, do you help him to feel comfortable with his lack of a creed?

10. Do you teach about religion, without hesitation and objectively whenever the subject naturally comes up in your class?

11. Do you discuss the behavior problems and character development of your pupils with their parents?

12. Do you remind the citizen of your community that they inescapably share with their schools the responsibility for the moral conduct of the youth in their community?

To the extent that each teacher answers "yes" to the above questions your teaching is in accord with the recommendations of the Educational Policies Commission in their 100-page report, "Moral and Spiritual Values in the Public Schools" (available from the NEA, Washington 6, D. C., at one dollar per copy.)

Parents Formulate and Participate

DR. LEON F. MILLER, Chairman, Division of Education, Northwest Missouri State College

Here is a school program that gives parents a real opportunity to assist in their community's educational program

ON Friday night of American Education Week, nearly 200 parents and patrons attended open house at the invitation of Superintendent Raymond Moore and a committee of teachers of the Albany Public Schools. Sponsoring open houses is common practice throughout the country, but this particular one is unusual in its plan for stimulating guests to formulate what they believe to be the most important things the schools should accomplish for their children.

During the first part of the evening, the parents registered, visited classrooms and teachers, and had a general look-around. Following this, they assembled in the gymnasium-auditorium equipped with movable seats, relaxed to a short musical program, and settled back to what they thought would be the speech of the evening.

A desire to secure constructive participation from the visitors prompted the planning committee to invite the writer to the meeting to conduct a "buzz session" during which each person would have a chance to participate. Dubiousness about response of any kind was dispelled quickly as the parents and patrons warmed to their roles.

Warmup Held First

Included in what follows is a description of the technique used as well as the results in order to serve as a guide for other schools who stand to profit from "buzz discussions" with parent groups.

After brief mention of the significance of American Education Week and of the importance of the parent, the church, the community, and the school in the cooperative education of children, a warmup or loosening up period followed during which the leader was successful in establishing rapport with the participants. This loosening up period included a number of jokes as well as a humorous physical activity which all performed.

The question for discussion was then posed: "If the Albany Public Schools could accomplish only six important things for your children, what, specifically, should those six things be?" The importance of the question was pointed out and the procedure for "buzzing" was outlined.

Instructions Passed Out

Ten groups were designated as "buzz groups" and the participants rearranged their chairs for the discussion. Mimeographed sheets which included instructions, the question, and space for the answers were passed out. The following directions were printed on the sheets:

- (1) Quickly select a discussion leader for your group.
- (2) Quickly select the recorder who will write down your suggestions.
- (3) Start discussion as quickly as possible because your time is limited to ten minutes.
- (4) Present quickly without much discussion as many important points pertaining to the question as possible. The recorder should jot these down on separate piece of paper.
- (5) Choose what your particular group believes to be the six most important of the points you have listed. Discuss these points further in order to get them stated as clearly as possible and so that each person in your group understands them.
- (6) Budget your time carefully so that each of the six points gets some discussion.
- (7) Write down the six points you have selected on the space which is provided on this sheet.
- (8) At the end of the time limit, each leader or recorder when called upon will read the six points your group has made. He will then hand in this sheet.

Time was called at the end of ten min-

utes of discussion and leaders were called upon to read reports. The items were written on a portable chalkboard which was visible to all. An attempt was made to group similar points while the lists were being read, but eventually a total of twenty-six items were listed. These points, in turn, were then read, elaborated upon, and further synthesized orally by the leader.

Wide Variety of Subject Matter

The scope of "important things" suggested is indicative that dynamics in group situations can be put to work with significant results. The things the groups most wanted their schools to accomplish for their children parallel many lists in forward educational thinking, although they were not as all-inclusive. Using their own wording for some elaboration, a further refinement of the lists of the ten groups looks as follows:

Frequency Description

- 11—*Cooperation*: learning to get along with other people, with other students; learning to live with others; sportsmanship.
- 10—*Fundamentals*: ability to think and solve problems; ability to apply what they have learned; the three "R's"; ability to choose important things; ability to choose and accept facts.
- 9—*Self-reliance*: self-expression; teach to assume responsibility; leadership; desire for learning.
- 7—*Guidance*: vocational guidance; have a definite objective in mind; program for individual talents and goals.
- 7—*Philosophy of Life*: faith in future and self; Christianity; honesty; obedience.
- 6—*Citizenship*: social adjustment; social etiquette; ability to get along in life.
- 4—*Well-balanced curriculum*: appreciation of fine arts; general education; practical education.
- 3—*Wise use of leisure*: interest in outside activity; wise use of time.
- 3—*Tolerance*.

The length of this portion of the parents' night was just one hour. "Buzzing" among parents, patrons, and teachers continued afterwards during the social hour.

Results are Listed

The real significance is not so much in getting a refined statement of objectives as it is in the following: parents are keenly interested in the education of their children, appreciate the opportunity to express these interests, and are capable of real contributions; school and home relationships are strengthened through informality of expression; perhaps the results of such a meeting will linger longer than those from a formal speech on the same topic; the educational program of the school profits materially from the expressed interests of its patrons; and the techniques which have been described can well be utilized in other phases of the school's community program.

As a followup, the teachers of the Albany Public Schools are using the lists prepared by the parents and patrons for guidance in the forward development of their total educational program.

9 CLAIMS TOTAL \$3,137.70

September 26, 1951

Missouri State Teachers Association
Accident and Sickness Insurance
Columbia, Missouri

Dear Sir:

I have just received a check from your company under the MSTTA Accident and Sickness Group Insurance covering my claim for my recent illness.

I would like to express my appreciation to your company. It has been especially prompt and without question in settling claims.

Over a five year period they have paid me \$3,137.70 on 9 different claims. I realize that had I carried any policy other than my MSTTA Group Insurance, which has the non-cancellable feature, I would not have been paid on all of these illnesses or been able to retain my policy.

This is just a note to say "thank you" for your insurance and the feeling of security it gives you.

Sincerely,
/s/ Mrs. Cleo Harris,
1228 N. Jefferson,
Springfield, Missouri

Administrators Meeting

UNIVERSITY OF MISSOURI, COLUMBIA, JANUARY 11-12, 1952

The winter meeting of the Missouri Association of School Administrators will be held in the Education Building of the University of Missouri on January 11-12, 1952.

First General Session

First general session will be held Friday afternoon on January 11 from 1:30 to 3:45. Mr. Raymond Roberts, Director, Supervision, State Department of Education, Jefferson City, will speak on the subject "Progress Made by the Elementary Curriculum Committee." Following the address Mr. Roberts will answer questions from the floor concerning work of the committee.

The second half of the afternoon session will be devoted to services the universities and colleges of the state can render to local school systems.

Second General Session

The second general session will start at 7:30 p.m. on Friday with the program to be furnished by the University of Missouri. It will consist of a speaker and appropriate music.

Third General Session

Third general session is scheduled for Saturday morning, January 12 from 9:00 to 11:00 a.m. The members of the Production Committees of the Missouri Citizens Commission for the Study of Education will be asked to state controversial issues which came before the groups and will ask for discussion from the floor in order to get the opinion of the administrators as to the proper choice that should be made by the committees.

The second part of the session will be a panel dealing with the topic "How Can

the Newspapers and School Administrators Work Together to Promote Better Schools." Dean Earl English, School of Journalism, University of Missouri will head this panel. Other participants will be Glenn Thomas, Editor, Webster Groves Weekly; Robert White, Jr., Editor, Mexico Daily; and two superintendents.

The Saturday morning session will close with a business meeting and election of officers.


Administrators are invited to the Phi Delta Kappa dinner to be held at 12:15 Saturday, Daniel Boone Hotel. The speaker for the occasion will be Commissioner Hubert Wheeler, State Department of Education.

The officers of the organization for this year are: George A. Riley, California, President; C. M. Bell, Hayti, Vice-President; Earl L. Gray, Brookfield, Secretary; and Everett Keith, Columbia, Treasurer.



George A. Riley
President

See Us For ALL Your
**CAFETERIA
EQUIPMENT**
and Supplies



FREE planning service in
designing or expanding
your cafeteria.

Park Free
Adjoining

Bensinger's

1003-11 Market St.
St. Louis 1, Mo.

CHestnut
4040



55 Rural Teachers Attend Conservation Workshop

A workshop in conservation was held recently for teachers of the Macon County rural schools in the Methodist Church basement, Macon, with 55 persons in attendance.

Miss Mary Graves, county superintendent of schools, was assisted in planning the event by Basil Morlan, educational advisor for the Conservation Commission. The invocation was given by Mrs. Chrystal St. Clair, teacher of the Wright school.

D. W. Frazier of Jefferson City, administration assistant in the education section of the Conservation Commission, presented a film, "Yours Is The Land," showing the story of conservation. Following this presentation, Mr. Frazier talked on the importance of Conservation Education in the schools. He discussed the interdependency of the natural resources, soil, water, plants, animals and minerals and pointed out that the way in which resources are used determines the economic level.

Discussion on Teaching

Mr. Morlan spoke on some of the most pressing conservation problems and led a discussion period on methods of teaching

conservation in the schools as a solution to these problems.

During the session, Mrs. Alice Llewellyn, teacher of Anabel school, talked on some of the work that she had been doing by integrating conservation with most of the subject areas taught. Many of the posters, scrapbooks, and other teaching aids displayed at the meeting were from the Holman school where Mrs. Llewellyn previously taught.

Dr. J. D. Black, professor of zoology at the Northeast Missouri State Teachers College, Kirksville, spoke on the importance of conservation in everyday living.

Stressing the seriousness of conservation problems, Dr. Black explained how the future survival of the human race may depend on how soon these problems are met and solved. Dr. Black also discussed the conservation courses at the college.

Afternoon Field Trip

The afternoon session began with Morlan's talk on the Nature Knight Program as a teaching aid in the school. The remainder of the afternoon session was spent on a field trip, led by Mr. Frazier, where things discussed in the morning were seen.



Some 55 Macon County rural teachers gathered recently in the Methodist Church basement (above) in Macon for an all-day conservation workshop. The group heard speeches and discussions and saw a movie on conservation. Later Conservation Commission officials took the teachers on a short field trip.

Items of INTEREST

John Parrush, instructor in science and mathematics, Mokane Highschool, was inducted recently into the army. **Mrs. J. C. Powell** of Mokane will fill the teaching vacancy.

William T. Weir of Marshall is now teaching English to Turkish army officers at Robert College, Istanbul, Turkey. Mr. Weir, who graduated from Missouri University in 1950, and has done additional graduate work at New York and Columbia Universities, left the states last September 8 for Turkey. He had formerly taught English and speech in the Chamois highschool.

Margaret K. Hardy, teacher, has been appointed School Savings advisor for McCoy Elementary School, Kansas City, by Miss Helen Blackburn, principal. McCoy's School Savings program is sponsored by the student council.

Mrs. Jane Ellison has been employed as a school health nurse in the Raytown system. Mrs. Ellison's position is a new one added to improve the services to the children of the Raytown district.

A. W. Mullens is the new Dean of the Flat River Junior College.

Arthur Wooldridge, music teacher at the Lewistown school, was recently operated on at the St. Joseph Hospital in Keokuk, Ia. Bert Stanley, senior music student at Culver-Stockton College, substituted in Wooldridge's classes.

Wallace K. Hollander of Gerald, Missouri, is the new elementary principal of the Jackson public schools. Mr. Hollander served for the past two years as elementary principal at Valley Park in St. Louis County. He received his B.S. Degree in Education from Southeast College and he is working toward his Master of Education Degree at the University of Missouri.

J. C. Bensyl, superintendent of the DeKalb schools since September 1947, recently tendered his resignation to the board of education effective June 30, 1952. Mr. Bensyl plans to move to a recently purchased farm near Wathena, Kansas, at the end of the present school term.

Velma Lash was recently appointed to teach in the third grade of the elementary school at Lebanon.

G. H. Jordan, county superintendent, Shelby County, reports that two of five proposed re-organized districts were recently approved by the voters of the county.

Willa Tyler is teaching music at the Dunbar School, Kinloch, Missouri. She is a graduate of the Music and Arts University, St. Louis.

Herbert W. Schooling, superintendent, North Kansas City public schools, was recently elected president of the Chamber of Commerce of North Kansas City.

Herman Ellison, sixth grade teacher in the Ava grade school, has resigned to take his small daughter, Karen, to a western state for her health. Ellison taught several years in the rural schools of Douglass County. He received his college work at Southwest Missouri State College, Springfield.

Nadine Royston, fourth grade teacher in the Rock Port schools, was married Thanksgiving Day at her home in Jamestown, Mo., to Justin Graham. She will finish out the year teaching in Rock Port.

Mrs. Marion Donald was recently named by the Lebanon board of education as an instructor of the first grade class in the Lebanon elementary system.

Albert Shaw is now head of the music department at Douglas highschool in Webster Groves. He received training at the Music and Arts University, St. Louis.

Morris Wilson, teacher and basketball coach in the Shelbyville highschool, entered the armed services November 1. The faculty members of the Shelbyville system presented him before he left with a Ronson lighter and an overnight bag in appreciation of his work.

Betty Harkey of Senath has been appointed to teach girls' physical education and health in the Nevada highschool. Miss Harkey, who received her training at Southwest State College, began her duties December 1.

James Timmons has replaced Harlan Gattton as principal of the Crane highschool. Mr. Timmons is a graduate of Southwest State College at Springfield, and earned his Masters Degree at Arkansas University at Fayetteville. Mr. Gattton is now employed at the Bank of Crane.

Lee DeWitt, superintendent of Crane highschool, is the proud father of a baby daughter, Sandra Lee, born November 19.

Eva Hurley, director of food service, Kansas City public schools, is the president-elect of the American Food Service Association. Miss

Hurley
the As
meeting

Lelan
Texas
worksh

A. A
ports t
Hamilt
with M
the pro

NEW

WEBB

Jr.-Sr
Dorothy
beth S
Mrs. H
Gilmer,
speech.
Burruss
primary
grades;

CRAN

Patric
highsch
Bessie
grade se

BONN

Highs
Element
per Thur

SP

23rd Dis

19th Dis

13th Dis

14th Dis

8th Dis

33rd Dis

15th Dis

9th Dis

5th Dis

21st Dis

26th Dis

22nd Dis

30th Dis

4th Dis

JANUA

Hurley was elected at the recent convention of the Association in New York City. The 1952 meeting will be held in Los Angeles.

Leland C. Smith reports that 70 teachers of Texas County recently held a conservation workshop at Bunker Hill Ranch Resort.

A. A. Miller, superintendent, Hamilton, reports that the School Savings program in the Hamilton schools is sponsored by the PTA, with Mrs. R. O. Walkenhorst as chairman of the project.

NEW FACULTY MEMBERS

WEBB CITY

Jr.-Sr. Highschool: Leonard E. Bates, art; Dorothy Orrell, vocal music; Mrs. Mary Elizabeth Sullinger, vocational home economics; Mrs. Helen J. Barkell, core curriculum; Olive Gilmer, English; Imogene Moore, English and speech. Elementary schools: Mrs. Roberta Burress, primary grades; Betty Ann Coulter, primary grades; Mrs. Kate Force, primary grades; Mrs. Cecille Weir, intermediate grades.

CRANE

Patricia Maulin, vocational home economics, highschool; Mrs. Iva Neill, grade school; Mrs. Bessie Parson, grade school; Mrs. Ivon Peters, grade school.

BONNE TERRE

Highschool: Mr. and Mrs. Winferd Durham. Elementary: Mrs. John Steinbeck, Shirley Hepper Thuet, Glonna Windle, Mary Lee Hughes.

SENATE COMMITTEE ON APPROPRIATIONS 66th General Assembly of Missouri

- 23rd Dist: John W. Noble, Kennett (D), Chairman
19th Dist: Richard J. Chamier, Moberly (D)
13th Dist: Hartwell G. Crain, 8600 Sappington Road, St. Louis County 19 (R)
14th Dist: Frank M. Frisby, Bethany (R)
8th Dist: Floyd R. Gibson, 701 North Union, Independence (D)
33rd Dist: C. R. Hawkins, Brumley (R)
15th Dist: John Hoshor, 415 West Main St., Savannah (D)
9th Dist: Edgar J. Keating, 351 North Van Brunt Blvd., Kansas City (D)
5th Dist: Michael Kinney, Holland Building, St. Louis (D)
21st Dist: Edward V. Long, Bowling Green (D)
26th Dist: William H. Robinett, Mountain Grove (R)
22nd Dist: Leo J. Rozier, Perryville (R)
30th Dist: R. Jasper Smith, Woodruff Building, Springfield (R)
4th Dist: Anthony M. Webbe, 1822 Russell, St. Louis (D)



NEW
FIRST EDITION
1952 COPYRIGHT

ENJOYING ENGLISH

FOR GRADES 3-6

New FIRST EDITION in full four-color printing. A warm, friendly, personal approach to the teaching of the four basic English skills: Speaking, Listening, Reading, and Writing. Write for information.

THE L.W. SINGER CO., INC.

249-259 WEST ERIE BLVD.
SYRACUSE 2, NEW YORK

Please send me free information about
THE ENJOYING ENGLISH SERIES, GRADES 3-6.

NAME _____
POSITION _____
SCHOOL _____
ADDRESS _____
CITY _____
STATE _____

BY THE
PUBLISHERS
OF THE
PROSE AND
POETRY
LITERATURE
SERIES



BEST FOR EVERY FOLDING-CHAIR PURPOSE!

- **DURABLE**—strong steel frame, reinforced
- **SAFE**—no tipping, cutting, snagging hazards
- **COMFORTABLE**—extra-wide, extra-deep seats and backs
- **CONVENIENT**—fold quietly, quickly, compactly
- **RUBBER SHOES**—long-life, replaceable
- **3 SEAT STYLES**—formed plywood with durable lacquer finish; formed steel, baked beige-enameled; or imitation leather upholstered, choice of 5 colors. Write Dept. 158.

OVER 8 MILLION IN USE!

American Seating Company

Grand Rapids 2, Michigan
Branch Offices and Distributors in Principal Cities

LIBRARY ACCESSION SHEETS

A convenient loose leaf system for cataloging books in the school and public library. Both sides of each sheet are ruled to provide space for indexing 25 books. The sheets measure 9 7/16 by 9 15/16 and are punched to fit either a ring book or post binder. The inside front cover of either binder contains instructions for the cataloging of books by the Dewey Decimal System.

Accession Sheets (form 258) 6 cents each
Ring Book Number 259.....\$1.95 each
Post Binder Number 260.....\$5.50 each

ORDER FROM

Model Publishing Company

1602-08 Hodiament Ave., St. Louis, Mo.

PLATTE DISTRICT VOTES BONDS

The Reorganized Platte School District recently voted by 1,065 to 124 a bond issue in the amount of \$267,000.

The funds will be used for the purpose of constructing a highschool near Parkville. It will accommodate about 400 students, with ten classrooms, laboratories, kitchens, shops, a library and a gymnasium-auditorium.

CMSC RECOGNIZED

In recognition of contributions to the advancement of world understanding, and the betterment of foreign relations through education, Central Missouri State College has been made an educational associate of the Institute of International Education of New York, George W. Diemer, president of CMSC, has been informed.

The college has trained many students in recent years from 18 foreign countries, and there are currently some 30 students from abroad studying on the campus.

The Institute has also awarded the college a special certificate in recognition of its contribution.

CARNIVAL HONORS ALUMNUS AT STAFFORD HIGHSCHOOL

Stafford Highschool honored a 1931 alumnus, Bill Ring, radio announcer and entertainer for KWTO Springfield, at its annual school carnival this year. The program netted nearly \$800 of which 50 per cent went to the Girls' Drum Corps Uniform Fund, according to Superintendent Lawrence J. Ghan.

SCHOLARSHIP HONORS DR. FRED C. WHITCOMB

A scholarship in industrial arts education in honor of the late Fred Campbell Whitcomb, teacher and administrator at Miami University, Oxford, Ohio, has been set up by former students in Dr. Whitcomb's industrial arts classes.

A goal of \$2500 has been set by the scholarship committee of which \$780.42 had been raised by June 30, 1951. The committee urges all of the 450 students who studied under Dr. Whitcomb in his 36-year career as an industrial arts authority to contribute to this worthwhile project.

PUPILS GET EXTRA CARE IN HEALTH ROOMS

One of the schools in the Kansas City school system that operates special health rooms for its students is Mt. Washington School, Independence. Mt. Washington ranks only second to Whittier School in enrollment among 110 white schools operating these rooms this year.

Enrollment in the rooms comes from the following classifications: heart disease, chorea, rheumatism, anemia, malnutrition, asthma, upper respiratory infections, and contact to tuberculosis.

SCHOOL AND COMMUNITY

The class work in the health rooms is the same as in regular rooms except physical activity of health rooms is limited and half-hour rest periods are given three times daily. Academic records show the health room pupils at Mt. Washington do as well as regular pupils.

The teachers in the health rooms are specially trained for health room guidance to see that pupils get extra care, rest and sunshine.

ENCOURAGE SERVICE ON JURY

The Nevada board of education at a recent meeting adopted a policy providing that teachers would not lose pay when serving on a jury. The board desires to encourage teachers to participate in all democratic processes.

BONNE TERRE INTO NEW BUILDING

The first six grades of the Bonne Terre public schools will move into a new elementary school building shortly after January 1. The building, according to Superintendent H. M. Terry, contains 13 classrooms, kindergarten, health room, teachers' room, all purpose room and office suite. It is completely equipped with new furniture.

DEDICATE SCHOOL BUILDING

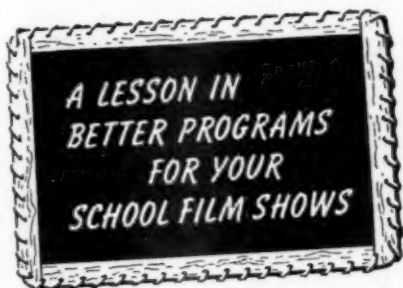
The Macks Creek school district recently dedicated a new six-room elementary building. The speakers for the occasion were W. R. Henry, county superintendent of schools, and H. Pat Wardlaw, assistant commissioner of the State Department of Education.

158 ATTEND WORKSHOP ON STATE CONSERVATION

A conservation workshop for Jefferson County teachers was held recently at the Festus Highschool. Some 158 teachers, principals, and superintendents attended the all-day session sponsored by the Festus-Crystal City and DeSoto Conservation Clubs.

Jess Wood, principal of Festus public schools, was master of ceremonies, and I. T. Bode, state director of conservation, spoke to the group. A field trip was taken to DeSoto and Hillsboro.

Wood and County Superintendent of Schools Clyde Hamrick started plans for the workshop last January. Plans are now being made for a two-day session next year at Washington State Park.



This
FREE Book
Shows
How!



SWANK'S 1952 CATALOG SUPPLEMENT of 16 mm. Sound Motion Pictures

Swank's unequalled variety of outstanding motion pictures—all listed in one catalog—will enable you to pick out, in a convenient one-stop service, just the right films for every occasion or use . . . educational . . . training . . . world events . . . travel . . . features . . . comedies, etc.

The finest and latest in projectors and movie equipment (rental or sale), repair and servicing, plus free programming assistance from an experienced staff . . . are just a few of the many facilities and conveniences that are yours as a Swank patron. Take a lesson from Swank—send for your free catalog today!



614 N. SKINKER BLVD.
SAINT LOUIS 5, MO.

SPONSORS RADIO PROGRAM

The English IV Class of the Lebanon High-school under the direction of Earl Shelton, has a regularly scheduled one-half hour radio program each week. The programs include drama, fiction from literature, and history. Panel discussions on current school problems are also included, according to Superintendent Frank Heagerty.

ELECT OFFICERS

The Missouri High School Activities Association at its recent meeting in St. Louis elected officers for this year. Lynn M. Twitty, superintendent of schools, Sikeston, was named president, and Robert C. Breuer, principal, St. James Highschool, was named vice-president.

Recently re-elected to 4-year terms in the Association were Chester C. Calvert, superintendent of schools, Shelby, and Herb Dietrich, State College, Maryville. Mr. Dietrich is a past president and has already completed 20 years of service on the board of control.

ACEI STUDY CONFERENCE SET FOR APRIL 14-18

The 1952 study conference of the Association for Childhood Education International will be held April 14-18 in Philadelphia with "Guiding Children in Freedom and Responsibility" as the theme.

Study and work groups will discuss problems in freedom and responsibility, and will make planned tours of Philadelphia schools to study their programs in this field.

Functional displays of children's books, educational toys, and school equipment approved in ACEI testing centers will be shown as a display of homemade equipment.

Discussions on ACEI branch and state association work, committee meetings, and business sessions will give opportunities for exploring better ways of working for children.

Registration fee for the five-day conference is \$10. The undergraduate student fee is \$4. For further information write to Mary E. Leeper, executive-secretary, ACEI, 1200 15th St., N.W., Washington 5, D. C.



COPYRIGHT 1952!

NUMBERS AT WORK by Patton & Young

An entirely new series of arithmetic texts—everything new—not a revision! Grades 3-8. Modern and attractive in every particular, based on leading courses of study, alive with beautiful color. Complete with Teachers' Manuals. Workbooks available for grades 1-8.

ROBERT M. MILLER, Representative

IROQUOIS PUBLISHING COMPANY, Inc.

Syracuse 2, New York
Chicago Atlanta Dallas
New York

SPONSOR SPELLING CONTEST

The teachers of Livingston County under the supervision of Howard Leech, county superintendent of schools, are planning a spelling contest to stimulate interest in spelling. The contest will continue through the year and will be completed by March 28.

The following teachers are members of a committee planning the project: Mrs. Anna Lou Smith, Ward; June Maberry, Farmerville; Mrs. Gladys Lucas, Sampsel; Gladys Doane, Green; Mrs. Ferne Gorbail, Bedford; and Mrs. Mary Hughes Jones, Ludlow.

POLO DEDICATES NEW BUILDING

The Polo school district recently dedicated its new elementary school building with the dedicatory address delivered by Dean L. A. Eubank, University of Missouri.

The building, which has six classrooms, is finished in pastel green plaster. The first and second grade rooms each have a lavatory and toilet, and all rooms have recessed coat racks, book cases, and pianos, according to Superintendent Cecil Harden. Each room has one side taken up entirely by glass windows. Old-fashioned blackboards have been replaced by medium green boards.

The corridor is wide and finished in cream color. The floors are concrete.

ALBANY CONTRACTS FOR NEW BUILDING

The Albany board of education recently signed a contract for the building of a seven-classroom building for the elementary grades. The present building, according to Superintendent R. O. Moore, was erected in 1924 and houses both elementary and highschool grades. Expanded curricular programs, and increasing enrollments present the need for the new building which will be a pre-cast concrete structure. In addition to the seven classrooms, it will provide a cafeteria, nurse's room, activity room, administrative offices, teachers' room, and toilets.

Plans are to have the building completed by September 1, 1952.

Audio-Visual News

BANKING FILM READY

"Money Talks," a new film for use in high schools, is ready for distribution by the American Bankers Association Public Relations Council.

The film teaches careful spending, budgeting and regular savings in a bank account. It is the third in the A.B.A.'s film series on the principles of personal money management.

Another film, "Money and Banking in Everyday Living," which deals with the dual banking system, the Federal Reserve, and the safeguards of banking, is also available. Copies of both films can be secured through the American Bankers Association Public Relations Council, 12 East 36th St., New York 16, N. Y. Write for details.

PROJECTORS IN HIGH SCHOOLS

The United States Office of Education has revealed that 84% of public high schools in the United States have a 16mm movie projector.

The above fact is even more striking when it is known that 96% of the public high school students of the country are enrolled in this 84% of the high schools. High schools average 1.33 projectors per school.

The survey revealed that in 53% of the cases the projectors were purchased with tax funds and the other 47% with non-tax funds.

55% of the projectors have been purchased since 1945. 29% during 1940-1945 and 16% before 1940.

SEE ART BY KODASLIDES

Are you interested in promoting art in your school? Your community?

Art programs are fine ways of doing this, they can be given for various student or adult groups.

Are you interested in 2" by 2" kodaslide of teachers and pupils in Missouri actually doing arts and crafts? If so, contact Sylvia Jones, Extension Instructor in Art for the University of Missouri.

Miss Jones has about 300 slides taken in her own art classes. They show in-service teachers and students doing papier-mache, stencilling, textile painting, metal etching, chip carving, and many other arts and crafts. The slides show the enthusiasm the teachers have in doing the many projects. They show the materials and media used in each project.

Miss Jones has used these with good results in art classes showing the activities of other classes; also, with P.T.A. groups, various art programs in clubs and teachers groups.

If interested, write Sylvia Jones, 1314 South Case, Carthage, Missouri, and see what arrangements can be made.

Missouri Educators Prefer

these educationally superior teaching films



from GREEK CHILDREN

• Teachers in this state appreciate the *higher educational standards* of EBFilms — the teaching films produced by educators for educators. And your schools find that EBFilms give them greater subject matter correlation. For this largest of all film libraries offers not just a single film on a subject, but a *whole series of films*.

Your EBF representatives are

G. H. MITCHELL
1414 Dragon Street, Dallas, Texas
DOLPH LAIN
1616 29th Street, Moline, Illinois



**ENCYCLOPAEDIA BRITANNICA
FILMS**

Wilmette, Illinois

SCHOOL PHILOSOPHY GIVEN

The Savannah Board of Education has recently published a booklet setting forth the school philosophy and objectives and listing the rules and regulations of the Board. Information on tuition, promotion of students, grading, health, transportation, extracurricular activities, textbooks, and punishment is contained in the pamphlet.

PRESIDENT COLLINS INAUGURATED AT MISSOURI VALLEY COLLEGE

Dr. Ralph Cooper Hutchison, president of Lafayette College, Easton, Pa., was principal speaker Dec. 10 at the presidential inauguration and dedication ceremonies for Dr. M. Earle Collins at Missouri Valley College.

CARNIVAL NETS \$750 AT LIBERAL SCHOOL

A school carnival put on by students of Liberal School netted about \$750 recently. Some \$200 of the total will be used to pay possible deficits in the school lunch program and \$100 will be set aside for general activity expenses.

The rest of the total will be spent on some project for the benefit of all children in the school. Last year library books were bought from part of the proceeds from the carnival.

NEW REPORT UNDERSCORES SCHOOL HEALTH PROGRAMS

The importance of a broad school health program is underscored in the American Association of School Administrators 477-page report on "Health in Schools."

The report, a revision of a 1942 volume issued by the A.A.S.A., recommended increased emphasis by schools to discover health problems, correct defects, and build healthful attitudes. Two new chapters were especially written for this edition on mental hygiene and non-communicable diseases.

One section of the report also takes up the increasing number of physical and emotional casualties among school superintendents and

recommends periodic physical check-ups and more relaxation through recreation.

The report was compiled by a commission headed by Clyde Parker, superintendent of schools, Cedar Rapids, Ia. Helen Manley, director of health, physical education, and safety, University City (Mo.) public schools, was a commission member.

EXCEPTIONAL CHILD CONSIDERED AT TEACHERS' MEETING

Drs. J. W. Jones, W. A. Brandenburg and Leon F. Miller, all faculty members of Northwest Missouri State College, discussed the exceptional child in a panel at the Atchison County Teachers' fall meeting at Tarkio.

Dr. Jones gave an address on "The Education of the Gifted Child."

BROSLEY OPENS HOME EC DEPARTMENT

Miss Areva M. Abernathy, who taught vocational home economics at Fredericktown last year, is opening a new vocational home economics department at Brosley this year.

Miss Abernathy lives in Poplar Bluff. She received her Bachelor of Science degree in Education at State College, Cape Girardeau, and her vocational home economics training at the University of Missouri.

ADMINISTRATORS ELECT OFFICERS

At the organizational meeting of the Southwest Missouri School Administrators Club held at the State College in Springfield, November 17, the following officers were elected for the year 1951-52: President, Lester Gillman, superintendent of schools, Marshfield; Vice-President, George Holley, superintendent of schools, Pierce City; Secretary-Treasurer, Lee H. Morris, business manager, State College, Springfield, re-elected.

This group consists of the city superintendents and county superintendents of Southwest Missouri numbering approximately 175.



COPYRIGHT 1952!

ACTION! by Winn, Chamberlain, Chamberlain

A sparkling new literature text for the 9th grade—first of a brand new four-book series for High Schools. Dramatic visual appeal, unique teaching aids, skillfully blended selections. Built on the most recent recommendations of the National Council of Teachers of English.

ROBERT M. MILLER, Representative

IROQUOIS PUBLISHING COMPANY, Inc.

New York

Syracuse 2, New York
Chicago

Atlanta

Dallas

DRIVER-TRAINING INSTRUCTORS ELECT OFFICERS

The driver-training instructors of the St. Louis County District Association have met and organized a Department of Driver-Training to be added to the district association departments.

Officers elected are as follows: President, Melge Golterman, Ritenour; Vice-President, Galt Schrader, Normandy; Secretary, B. E. Owings, Wentzville; program chairman, Paul A. Cochran, Ferguson.

CORRECTION

We regret that the information furnished to us regarding the announcement of the employment of George H. Volmert as commercial instructor in the Joplin highschool was an error. Mr. Volmert has been in the Joplin school system for three years and is not connected with the commercial department. He was employed as director of guidance in 1949 and is still serving in that capacity. Mr. Volmert plans to continue his work in the field of guidance.

DEDICATE ELEMENTARY BUILDING

Doniphan recently held official ceremonies to dedicate its new elementary school building with Carleton B. Fulbright, supervisor, State Department of Education, giving the dedication address.

Building construction was started last Au-

gust on the eight classrooms, office, teachers' lounge, kitchen, and large double room combination dining room and auditorium.

Superintendent Stone reports the reopening of the home economics course at Doniphan this year. Isabel Hess of Sikeston is the home economics instructor.

Other new teachers in the Doniphan system this year are Edna Richards, girls' physical education, highschool; and Janet Doherty, elementary art supervisor.

WEST WALNUT MANOR VOTES BOND ISSUE

The West Walnut Manor school district of St. Louis County recently voted a \$125,000 bond issue. The vote was 597 for to 18 against. Superintendent Milton W. Bierbaum reports that information was sent to every parent and taxpayer informing them that the bond issue would mean an immediate tax increase of about 10 cents per \$100 of assessed valuation.

The funds will be used for the construction of a primary unit consisting of six classrooms.

HOWARD COUNTY TEACHERS TO MEET

The Howard County Community Teachers Association will hold a dinner meeting at Fayette on January 28, according to John R. Smart, superintendent of schools, Glasgow.

The principal speaker will be Mr. Everett



Now!

A Dynamic Modern Approach
to Language Study

The GOOD ENGLISH SERIES

by Shane-Ferris-Keener

"Modern" in its emphasis on child development. . . "Traditional" in its thoroughness . . . designed to help today's child grow in confidence and understanding . . . a 1952 series of elementary English texts for grades 2-8.

- A flexible program which meets classroom needs.
- Develops competence in language usage.
- Provides opportunities for developing creative abilities and appreciations.
- Develops social confidence.

LAIDLAW BROTHERS, Inc.

328 South Jefferson Street

Chicago 6, Illinois

JANUARY, 1952

Keith, executive secretary, Missouri State Teachers Association, who will discuss "Activities of a Community Teachers Association."



- Circles • Tooling Sheet • Flat Sheet
- Kits • Designs • Tools • Accessories

Aluminum and Pewter Discs still available for making trays.

We also supply Designs, Asphaltum and Remover, Steel Wool, Plastic Luster, Brushes, Free Directions, etc.

FREE IMMEDIATE DELIVERY!

Your order shipped same day received. We prepay delivery on cash orders.

Free Price List sent on request. Write today.

HUBBELL METALS INC.

(Formerly named Brass & Copper Sales Co.)

2817 Laclede Ave. Dept. SC-1 St. Louis 3, Mo.

FILMS FREE

16MM. SOUND

For Civic Clubs and Lay Groups
Will encourage school support:

Secure The Blessings.
Schools March On.
Who Will Teach Your Child?
Education for Democracy.
The Sixth Chair.
The American Teacher.
Pop Rings the Bell.

For Community Associations:
Assignment Tomorrow.

For Senior High School Students:
Teacher Recruitment.

For Safety Instruction:
Priceless Cargo.

School and Community
MISSOURI STATE TEACHERS
ASSOCIATION
Columbia, Missouri

SCHOOL READING DISCUSSED

Miss Mary Helen Willhoite, elementary supervisor of Monett schools, talked on "Reading In Our Schools" at a meeting of Barry County teachers recently. The group met at the Purdy School. A dinner was served in the school cafeteria, and Purdy students gave a short program.

CONSERVATION WORKSHOPS GET FINANCIAL BOOST

Conservation workshops for school teachers in 11 states, including Missouri, have been voted a financial boost by the Board of Directors of the National Wildlife Federation.

President Claude D. Kelly announced that \$9,435 has been authorized for activities sponsored by state groups affiliated with the Federation. Missouri got \$900 of this total.

PATTONSBURG FACULTY TO SEE READING DEMONSTRATIONS

The faculty of the Pattonsburg District R-2 will have an opportunity to view reading demonstrations at a meeting to be held on January 14. The Pattonsburg Reorganized District now consists of the original district including the town and fifteen rural districts. Only four of the 15 rural districts have attendance centers. The value of the district is now \$2,226,953, according to Superintendent H. C. Kinder.

HOLT COUNTY TEACHERS TO MEET FEBRUARY 4

The Holt County Classroom Teachers Organization, which is now affiliated with the National Education Association, will hold its third meeting of the year in Oregon on February 4. Miss Mary Titus, consultant for state and local associations of the National Education Association will be the principal speaker.

Officers of the Holt County Organization are: President, Mrs. Frances Blazier; Vice-President, Charles Watkins; and Secretary-Treasurer, Lillian Wickiser.

ST. JOE SUCCESSFUL IN LEVY ELECTION

On November 6 the voters of the school district of St. Joseph cast their ballots for two very important measures.

One of these was seeking the approval of a bond issue of \$1,900,000 to provide new buildings, remodeling, removal of fire hazards, and the improvement of sanitary conditions and addition of new classrooms to the system.

The other proposal was to increase the operating levy by 30 cents on the \$100 of assessed valuation.

Both measures carried. The bond issue carried by a vote of 6,973 for to 1,154 opposed. The levy was approved by 6,904 to 1,206, according to Superintendent G. L. Blackwell.

The board of education provided some very helpful and attractive literature to inform the voters of the two proposals.

LEE'S

Reor- recently the pro- pansion playgro- mentary

DUNN

The will me- Purpo- Superin- promote school

LAMA- SCHO-

School- schools 15. The all direc- them to- gesture- spirit an- affairs s-

PUBL- NEWS

Public- titled " launched- tions A- teachers- type of- publicat- earlier t-

As su- the nat- through- ciations. subscrip- scription- to mem- under th-

Send- tions A- Washing-

MEXIC- BUNK-

Membe- Associati- end at 1- to Marth- The g- hunting- ing coun- vice was- Miss V- enthusias-

"We f- thing we- "After v-

LEE'S SUMMIT BUYS LOT

Reorganized District No. 7 of Lee's Summit, recently purchased an 80 by 250 foot lot near the present grade school to be used for expansion space. A long range plan will provide playground space for the Lee's Summit elementary school.

DUNKLIN COUNTY BUS DRIVERS TO MEET

The school bus drivers of Dunklin County will meet on January 15, at Kennett.

Purpose of the meeting, according to County Superintendent G. H. Ridings, is to study and promote safety procedures in transporting school children.

LAMAR HONORS SCHOOL DIRECTORS

School board directors of Lamar public schools were honored at a P.T.A. meeting Nov. 15. The P. T. A. gave special courtesy cards to all directors, past and present, which will admit them to all school affairs for lifetime. The gesture was made in appreciation of the civic spirit and active interest and service in school affairs shown by the group.

PUBLIC RELATIONS NEWSLETTER FOR TEACHERS

Publication of a monthly newsletter entitled "It Starts in the Classroom" has been launched by the National School Public Relations Association. It is designed to provide teachers with a continuing source of the same type of material and ideas as contained in the publication "It Starts in the Classroom," issued earlier this year.

As subscription rates indicate, circulation of the national newsletter will be encouraged through schools, school systems and local associations. Rates range from \$2.50 for single subscriptions to 75 cents per copy for subscriptions of 100 or more. It will be available to members of the NSPRA at 20 per cent under the regular rates.

Send orders to National School Public Relations Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

MEXICO TEACHERS VISIT BUNKER HILL RESORT

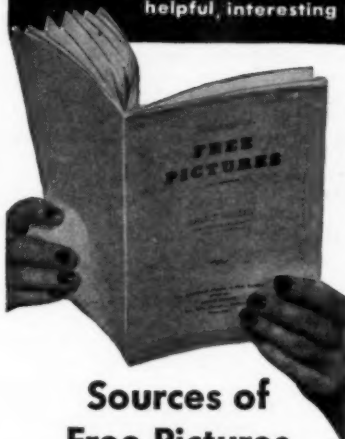
Members of the Mexico Community Teachers Association spent an enjoyable October weekend at Bunker Hill Ranch Resort, according to Martha Ward, president of the association.

The group enjoyed hiking, boating, fishing, hunting nuts, and a group sing around an evening council fire. A sun-rise Sunday worship service was also held.

Miss Ward described the three-day visit with enthusiasm.

"We found it (Bunker Hill) to be everything we had read and heard about," she said. "After vigorous exercise in the brisk autumn

NEW HORIZONS IN TEACHING
Suggestions we hope you find helpful, interesting



Sources of Free Pictures

Here's welcome listings for teachers and librarians

Sources of Free Pictures, just printed, include such curricular materials as pictures, maps, charts, exhibits, posters. These are useful either to cumulative development of units of work or to enrich and supplement traditional courses of study. Also helps schools and teachers build their own visual educational files.

To give you scope of subjects, here are but a few—Africa, Aluminum, Animals, Birds, Butterflies, Caterpillars, Chocolate, Conservation, Dairy Products, Frogs, Gardening, Interior Decorating, Jet Planes, Mexico, Oranges, Reptiles, Rubber, Seal Life, Textiles, Weather.

If further interested—This 28-page booklet SOURCES OF FREE PICTURES by BRUCE MILLER, Supt. Schools, Riverside, Cal., 50¢ postpaid. Write to BOX 369, RIVERSIDE, CALIFORNIA.

The delicious flavor and smooth chewing of inexpensive, refreshing
WRIGLEY'S SPEARMINT GUM
give you a fine, little lift.
Just try it.



air, we were more than ready for the delicious meals furnished so bountifully in the rustic dining hall. The frosty nights made us appreciate the old-fashioned wood-stoves that we found in our cabins. As we left Sunday afternoon, we all agreed that camp had been a satisfying experience, and that we would return sometime."

280 ATTEND DADS' NIGHT

Some 280 parents attended Dads' Night at Central School, Monett, recently. The PTA sponsored a program in which pupils showed their parents their school studies and activities.

MEXICO TO OBSERVE 25TH ANNIVERSARY

Mexico highschool will observe the 25th anniversary of the construction of its present school building in February.

CARNIVAL NETS \$1032

The Reeds Spring School netted \$1032 from a Halloween Jubilee held at the school Oct. 25 and 26. Many parents helped with the project. Last year the school netted \$1092 on the carnival.

COUNTY PRINCIPALS MEET

Daily attendance of pupils and methods and techniques in improving student radio programs were discussed at a meeting of Washington, Iron, Jefferson, and St. Francois County principals recently. C. E. Brightwell of Desloge was named chairman of the group.

NEA RECOMMENDS HIGHER TEACHERS' SALARIES

The board of directors of the National Education Association resolved at a recent meeting to urge all school systems in the country to work toward rapid achievement of a \$3200 to \$8000 salary goal for classroom teachers.

The resolution was recommended by the Commission on Teachers Education and Professional Standards. The board felt the salary schedule is necessary for forward-moving, sound educational programs since lagging teachers' salaries in many school districts are threatening the welfare of these schools.

HOLT COUNTY TEACHERS ATTEND CONSERVATION WORKSHOP

Holt County rural teachers attended an all-day conservation workshop recently at the county game refuge.

Homer Bolen, elementary school supervisor, State Department of Education, spoke to the teachers on the value of nature study, and Cecil Davis of the Missouri Conservation Commission took several of the group on an afternoon field trip. Other teachers worked on projects for teaching conservation, under the supervision of Miss Wilma Ketchum, district supervisor of conservation.

F. L. Skaith, superintendent of Craig School,

spoke on what a teacher can do for better conservation.

MEMORIAL SCHOLARSHIP SET UP FOR LINCOLN SCHOOL GRADUATES

A \$1000 scholarship fund has been set up in memory of the late Ann Wisdom Humphrey to encourage deserving graduates of the Lincoln, (Mo.), Highschool to continue their education at a college of their choice, F. L. Daniels, superintendent of Lincoln Highschool, recently announced.

The fund was set up by the family. It is to be known as the Ann Wisdom Humphrey Scholarship Fund.

Requests for the grant were made by: Mr. and Mrs. W. W. Wisdom, Sr., Mr. and Mrs. C. A. Wisdom, Mr. and Mrs. W. W. Wisdom, Jr., Mr. and Mrs. H. A. Redman, and Mr. and Mrs. Guy B. Neas.

NEWS FROM OTHER STATES

DUES INCREASE TO \$10

The Maryland State Teachers Association at a recent meeting of the representative assembly amended its constitution to provide for annual dues of \$10 per member. This represents an increase from \$5.

COUNTY-WIDE SUPERVISION

The states of Florida and West Virginia have county-wide supervision with the county superintendent head of the county-wide administrative unit.

LOYALTY OATHS

According to the NEA News, loyalty oaths are required of public school teachers in 26 states.

STATE AID INCREASED

State aid for public schools in Ohio amounted to \$54,848,216 in 1940. State aid for 1950 had been increased to \$91,423,972.

ASSAULT

A new law in Illinois protects teachers against physical assault by angry parents. A person convicted of assaulting a school teacher on or adjacent to the school grounds can be fined from \$100 to a maximum of \$1,000, and sentenced to as long as a year in jail, penalties more severe than those for ordinary assault.

NEGROES ADMITTED TO MEMBERSHIP

The Maryland State Teachers Association voted at its annual meeting to admit Negroes as members. At previous annual sessions amendments giving Negro teachers equal rights had been defeated. The 1951 vote, taken on October 20, was 199 to 41.

DEATH

GUY

Guy
the A
years, d
Mr. C
Missour
in the s
ers Coll
He re
ton Cou
schools

U. L.

U. L.
Longf
ber 19 a
of sever

Before
Riley s
schools
Maitlan
Missour

In 193
State D
years W
Missour

Mr. R
west Mi

tea
the

Ho
c/o
Col

Ma

Are

Da

Na

Str

Cit

DEATHS

GUY ELBERT OVERMAN

Guy Elbert Overman, who was principal of the Alba Public Schools for more than six years, died October 26, 1951.

Mr. Overman was born in Barton County, Missouri, October 28, 1905. He was educated in the schools of Missouri and the State Teachers College, Pittsburg, Kansas.

He rendered exceptional services to the Barton County schools and the adjoining county schools and communities.

U. L. RILEY

U. L. Riley, 55 years old, principal of the Longfellow School, Kansas City, died November 19 at the Research Hospital after an illness of several weeks.

Before coming to Kansas City in 1938, Mr. Riley served five years as superintendent of schools at Rosendale, Missouri, nine years at Maitland, Missouri, and four years at Fayette, Missouri.

In 1935 he began his services in the Missouri State Department of Education, and for two years was supervisor of schools in Northwest Missouri.

Mr. Riley was a past president of the Northwest Missouri Teachers Association and of the

alumni association of Northwest Missouri State College at Maryville. He was a member of the Phi Delta Kappa fraternity, the Schoolmasters group of the Knights of the Hickory Stick, and the Elementary School Principals Association.

The following poem was written by Mr. G. Frank Smith in honor of the memory of the late U. L. Riley. Mr. Smith was an elementary school principal at Maitland when Mr. Riley was serving as superintendent.

I'VE LOST A FRIEND

I have just lost a friend
Who meant so much to me,
He has gone to his reward
Across the silvery sea.

This friend of mine was true
As true as one could be,
He showed it many times
When trouble, troubled me.

This friend of mine was strong
In confidence and trust,
His friendship was sincere,
His comments always just.

Some day, I too will go
Across the silvery sea,
As now, I think of him
Will someone think of me.

—G. Frank Smith, Cameron

AUTO INSURANCE FOR TEACHERS

Sponsored by your Association

Horace Mann Mutual Casualty Company offers cheaper rates because teachers are good risks. A Company of the teachers, by the teachers, for the teachers.

For a rate quotation with no obligation, mail this coupon

Horace Mann Mutual Casualty Co.
c/o MISSOURI STATE TEACHERS ASSOCIATION
Columbia, Missouri

Make Year Cyl. Body Type

Are any drivers under age 25? Over 65?

Date Present Insurance Expires Miles driven per yr.

Name School

Street Address

City State

ROY S. GRAHAM

Roy S. Graham, 66, teacher in Newton County schools for 43 years, died recently at St. John's Hospital, Neosho.

Mr. Graham taught at the following Newton County schools: Cedar Bluff, Fairview, Willow Springs, Spring City, Brown, Kiddoo, Monark Springs, Bellville, Frog Pond, West Union, Cedar Creek and Cawyer. He is given credit for introducing the now generally used hot lunch program while teaching at Racine 32 years ago.

Graham retired from teaching three years ago.

YOURS... for the asking

The teaching aids offered by our advertisers often help in the solution of difficult problems. Watch the advertisers' offerings regularly and send for the ones you can use to good advantage. For a quick response, write the advertiser direct. Or, use the convenient coupon below.

30. **How to Select a Publisher**—for people who write books—or plan to write one. Whether it be textbooks, academic works, fiction, poetry, juveniles . . . any kind of work that merits publication. If you ever plan to write a book, this brochure may save you time and trouble. (Exposition Press)

31. **Sunshine's Fund Raising Plan for Organizations.** Successful method used by schools and clubs throughout the country to raise funds for group projects through cooperative group sale of Famous Sunshine Cards. (The Sunshine Art Studios)

33. **A new Projection Chart** with simple, easy-to-read tables and diagrams supply "at a glance" information on correct screen sizes and models, lens focal length and projection distances for all types of projectors. Diagrams on seating arrangements and audience size are also included. The buyer and user of 8mm and 16mm movie, slide, film strip and opaque projectors will find this chart a valuable reference. (Radiant Manufacturing Company)

USE THIS COUPON

State Teachers Magazines, Inc.
307 N. Michigan Avenue
Chicago 1, Illinois

Please have sent to me the items checked in the quantities indicated. 3c is enclosed for each item checked.

	30	31	33
Name	_____	_____	_____
Subject taught	_____	_____	Grade _____
School name	_____		
School address	_____		
City	_____	State	_____
Enrollment: Boys	_____	Girls	_____

COVER

We are indebted to the Minneapolis Public Schools for the cover picture of this issue.

IMPORTANT EVENTS

JANUARY

- 10 Annual Music Educators Clinic, Cape Girardeau, January 10-11, 1952.
- 11 Missouri Association of School Administrators Winter Conference, Columbia, Missouri, January 11-12, 1952.
- 28 Reading Clinic Institute, Temple University, Philadelphia, January 28 to February 1, 1952.
- 28 Northeast Schoolmasters, South Highway 36, evening meeting, Perry, January 28, 1952.
- 28 Cooper County Teachers Meeting, 6:30 P.M., Otterville Highschool, January 28, 1952.
- 28 Howard County Community Teachers Association, evening meeting, Fayette, January 28, 1952.

FEBRUARY

- 1 Reading Discussion for Elementary and Rural Teachers of Nowaday County, Maryville, February 1-2, 1952.
- 4 Holt County Classroom Teachers Meeting, Oregon, February 4, 1952.
- 22 National School Boards Association Annual Convention, St. Louis, February 22-23, 1952.
- 23 American Association of School Administrators Regional Conference, St. Louis, February 23-27, 1952.

MARCH

- 14 Missouri Art Education Association Meeting, Columbia, March 14-15, 1952.
- 28 Missouri Council for Social Studies Meeting, Columbia, March 28-29, 1952.

APRIL

- 18 Department of Elementary School Principals spring meeting, Columbia, April 18-19, 1952.
- 19 Department of Classroom Teachers of MSTTA Annual Conference, Columbia, April 19, 1952.
- 20 Midwest Regional Conference on Administrative Leadership Serving Community Schools, Fargo, North Dakota, April 20-22, 1952.

MAY

- 2 Central States Modern Language Teachers Association, Hotel Statler, St. Louis, May 2-3, 1952.

NOVEMBER

- 5 Missouri State Teachers Association Annual Convention, Kansas City, November 5-7, 1952.

DISTRICT ASSOCIATION APPOINTS CONSTITUTION REVISION COMMITTEE

The Teachers Association of the Northeast Missouri District has appointed a committee to revise its constitution. The committee is composed of Pete Nicoletti, chairman, Milan; Vera Reinhart, Brookfield; Julia Black, Moberly; Elizabeth Kiser, Kirksville; and Garland Wollard, Shelbyville.

Dr. A. G. Capps, University of Missouri, Dr. Glen Leslie, Kirksville State Teachers College, and Dr. Inks Franklin, Editor of School and Community, will serve as consultants.

INFORMATION OFFERED ON CITIZENS' COMMITTEES

A handbook of information on the organization and function of citizen committees has been published by the National Citizens Committee for the Public Schools, a non-profit corporation for the improvement of public schools.

"How Can We Help Get Better Schools?" explains how people in individual communities can be organized into citizens' committees to aid in the improvement of schools. The pamphlet outlines membership in the committees and tells what they can do to help the schools. A section of questions that can form a basis for a citizens' committee's work is also included.

STUDENTS HEAR FBI AGENT

Special agent Richard E. Martin of the Kansas City office of the FBI recently spoke to Fairfax highschool students on the workings and vocational opportunities of the FBI.

MEXICO BAND GETS NEW UNIFORMS

The Mexico Highschool band is sporting new uniforms as a result of a recent fund-raising drive by the Band Boosters committee, a group of local citizens. More than \$5000 was contributed for the 80 new uniforms.

The highschool band wore the new outfits for the first time Nov. 16 at the Fire Clay Bowl football game in Mexico.

B. Turner Williams was chairman of the volunteer group that sponsored the drive.

TEACHERS PUBLISH NEWS BULLETIN

The Department of Classroom Teachers of the M.S.T.A. recently published Volume 1, No. 1 of its publication the "News Bulletin."

Mr. Harold L. Lickey, president of the department, served as editor of the first issue which contains statements from such national leaders as Sarah Caldwell, Akron, Ohio, and Hilda Maehling, executive secretary, NEA Department of Classroom teachers.

The bulletin contains material that will be of interest to any classroom teacher.

These Books Give *Life* to Science!

HIGH SCHOOL PHYSICS

Blackwood-Herron-Kelly

This new book explains clearly marvels of science like radar, television, electronics, jet propulsion and atomic energy. Covers all the fundamental principles of physics—mechanics, heat, electricity, wave motion, sound and light. Ideal for college preparatory classes. Handsomely illustrated.

2301

Prairie

Avenue

Chicago 16

BIOLOGY IN DAILY LIFE

Curtis-Urban

Here is a completely up-to-date treatment of biology for high schools. It lays stress on the latest biological developments which bear on everyday living. Teaches fundamentals thoroughly. Written in clear, interesting style; richly illustrated. Comprehensive testing program; excellent workbook.

Please Ask for Descriptive Circulars



100% Counties

The following counties have reported complete enrollments in the Missouri State Teachers Association for this year:

County	County Superintendent
Adair.....	Mrs. Stella Hills
Andrew.....	Miss Daisy Robins
Atchison.....	S. W. Skelton
Audrain.....	Howard Maxwell
Barry.....	M. M. Hess
Barton.....	Donald Lee
Bates.....	Mrs. Don Eubanks
Benton.....	John Owen
Bollinger.....	Glenn A. Seabaugh
Boone.....	C. D. Thorp
Buchanan.....	Leonard Jones
Caldwell.....	Chester Lemery
Callaway.....	Ben Freiburger
Cedar.....	Woodford Wilson
Christian.....	Adrian E. Gott
Clinton.....	Mrs. W. Leslie Myers
Cooper.....	Chas. A. Repp
Daviess.....	Ernest C. McNitt
Franklin.....	O. E. Burke
Gasconade.....	L. A. Krueger
Greene.....	Paul Alan Hale
Grundy.....	Walter Liebhart
Harrison.....	Miss Ruth Milligan
Hickory.....	Mrs. Nannie Jinkens
Holt.....	Mrs. Maud K. Young
Jackson.....	Homer M. Clements
Jasper.....	John F. Wilson
Jefferson.....	Clyde S. Hamrick
Knox.....	Miss Bessie Hudson
Lafayette.....	H. H. Schaeperkoetter
Lawrence.....	Hugh R. Hembree
Lewis.....	Mrs. Merle T. Bradshaw
Linn.....	Mrs. Vera Rinehart
McDonald.....	Alton Carnell
Madison.....	Roscoe Stephens
Maries.....	Frank L. Hodge
Marion.....	Mrs. Mary Neher
Mercer.....	Miss Gertrude Young
Miller.....	Carrol J. McCubbin
Moniteau.....	Alfred Lloyd
Montgomery.....	Mrs. Ruth G. Snarr
Morgan.....	Moss McDonald
Newton.....	C. M. Robinson
Oregon.....	Mrs. Klyde Vaughn
Pemiscot.....	Floyd E. Hamlett
Perry.....	Mrs. Ora Nelson Guth
Phelps.....	Ralph Marcellus
Pike.....	Stephen Cornish
Polk.....	Mose Voris
Pulaski.....	Norman Humphrey
Putnam.....	A. B. Shelton
Randolph.....	Wm. F. Ornburn
Ripley.....	Mrs. Dacy Hawthorne
Scotland.....	Mrs. Callie Smith
Scott.....	O. F. Anderson
Shelby.....	G. H. Jordon
Stoddard.....	John A. Wright
Sullivan.....	Basil D. Murphy

Warren.....	Miss Edna Polster
Washington.....	Otis L. Loomis
Webster.....	Oscar Carter
Worth.....	Kenton Thompson
Wright.....	Mrs. Essa Findley

Others lack only two or three and will be in the 100% column before long.

100% Membership in NEA

The following schools have enrolled their faculties 100% in the National Education Association for this year. Some of these have been on the NEA Honor Roll continuously for many years. The year when they began this perfect record is indicated.

School	Superintendent
Atlenburg (1951).....	Mrs. James Bowman
Alton (1951).....	Joy E. Whitener
Ash Grove (1948).....	Victor Lowe
Aurora (1946).....	John Bailey
Birch Tree (1950).....	Frank Borders, Jr.
Bolivar (1947).....	Ray Wood
Bonne Terre (1948).....	Howard M. Terry
Boonville (1931).....	M. M. Pettigrew
Brentwood (1946).....	B. George Saltzman
Chaffee (1949).....	Fred Lewallen
Clever (1948).....	Loren J. D. Murray
Cooter (1951).....	J. E. Godwin
Couch (1951).....	Robert B. Clark
Crane (1948).....	Lee DeWitt
Farmington (1948).....	C. R. Bell
Forest City (1951).....	Clyde B. Hurtt
Fremont (1950).....	Luther B. Smith
Fulton (1946).....	Walter Evans
Greenfield (1951).....	E. J. Roseman
Hannibal (1951).....	E. T. Miller
Hayward (1950).....	Marvin McKinney
Hillsboro (1949).....	James R. Vineyard
Holland (1951).....	L. N. Kinder
Ironton (1946).....	H. E. Grayum
Jackson (1950).....	R. O. Hawkins
Kahoka (1950).....	Orlo W. Smith
Kennett (1949).....	H. Byron Masterson
Lebanon (1949).....	Frank Heagerty
Lexington (1943).....	Leslie H. Bell
Malta Bend (1947).....	Paul R. Greene
Marshall (1947).....	A. H. Buckner
Maryville (1928).....	Elmer Klein
Midway (1947).....	Paul Mitchell
Miller (1946).....	J. Lee Kregger
Monett (1947).....	E. E. Camp
Mt. Vernon (1947).....	A. M. Alexander
Neosho (1947).....	R. W. Anderson
Nevada (1933).....	C. H. Jones, Jr.
Owensville (1950).....	Leslie E. Spurgeon
Paris (1944).....	E. R. LeFevre
Pattonville (1951).....	Monroe A. Holman
Phillipsburg (1951).....	Jack Day
Pineville (1951).....	Sam Mouck
Renick (1950).....	Dennis Pope
Republic (1948).....	C. K. Leonard
Ritenour (1949).....	A. A. Hoech
Sarcozie (1947).....	Charles A. Sloan
Senath (1951).....	Volley F. Sutton
Slater (1947).....	Charles A. McMillan

Spring
Straffo
Sugar
Thayer
Trento
Troy
Union
Univer
Washi
Westb
West
Willow
The
NEA
ported
Our
If y
send y
Educa
Washi
PAM
FOR
A
streng
library
impro
Librar
Planni
Progr
sociat
Univer
pervis
ment
profes
In
basic
10
th
U
th
30
H
JAN

Springfield (1947)	H. P. Study
Strafford (1946)	Lawrence J. Ghan
Sugar Creek (1948)	J. Raymond Guy
Thayer (1950)	C. E. Pepmiller
Trenton (1943)	S. M. Rissler
Troy (1950)	Donald Matthews
Union Star (1951)	Wm. E. Booth
University City (1949)	Julius E. Warren
Washington (1951)	C. J. Burger
Westboro (1946)	Orville Kelim
West Plains (1948)	Clarence B. Farnham
Willow Springs (1951)	T. G. Munford

The above information was furnished by the NEA and includes members enrolled and reported to the NEA by December 1, 1951.

Our membership goal for this year is 14,116. If you have not enrolled in the NEA, please send your \$5 to Membership Division, National Education Association, 1201 Sixteenth Street, Washington 6, D. C.

PAMPHLET GIVES IDEAS FOR LIBRARY IMPROVEMENT

A self-survey device for determining the strengths and weaknesses of the highschool library and for setting up a planned schedule of improvements has been issued by the American Library Association. The 160 page book, "A Planning Guide for the High School Library Program," was prepared by Frances Henne, associate professor, Graduate Library School, University of Chicago; Ruth Ersted, state supervisor of school libraries, Minnesota Department of Education, and Alice Lohrer, assistant professor, Library School, University of Illinois.

In nine chapters the authors set forth the basic services and facilities essential to a good

highschool library program and provide devices for quantitative and qualitative evaluation.

The book is available through the American Library Association, Chicago, for \$2.

ADMINISTRATORS TO SEE LATEST BUILDING PLANS

School administrators, faced with the most critical problems in history to provide rooms for rising enrollments, will find first aid waiting for them at the regional convention which has been scheduled for St. Louis by the American Association of School Administrators (AASA).

To help on the housing problem, the AASA has arranged to exhibit the latest plans and models of public, private and parochial school buildings below college level for the school leaders who attend the convention at St. Louis, February 23-27.

In announcing the three exhibits, Worth McClure, AASA executive secretary, said that two changes have been made in the exhibits this year. More space will be made available to each exhibitor, and the maximum size of models will be increased. Each architect or architectural firm may exhibit a maximum of four buildings.

Everything for the Stage Curtains, Tracks, Rigging, Stage Lighting Auditorium Window Draperies Great Western Stage Equip. Co.

1324 Grand Ave. Kansas City 6, Mo.

100% PROFIT SELLING Sunshine GREETING CARDS

EXTRA
\$55
FOR
CLASS
ACTIVITIES

The Ideal way to raise funds for school group activities. Sunshine cards sell quickly, earn big profits. Write today for Sunshine Fund Raising Plan and samples on approval. Include name of school and group represented.

SUNSHINE ART STUDIOS
Dept. ST-1, 115 Fulton St. New York 38, N. Y.

Want to see your book in print?

We know the practical way to publish, promote and sell your novel, your poetry, text book or any other kind of book.

Send for free 32-page brochure.
We Can Publish Your Book
EXPOSITION PRESS, Dept. 4
386 Fourth Ave., N. Y. 16

MANY FINE OPPORTUNITIES ARE OFFERED FOR MID-SEMESTER POSITIONS

If you are interested in a position to commence at the beginning of the second semester, NOW is the time to write us. We will have vacancies reported to us from Public Schools, Colleges and Universities from most sections of the country. You may find just the position and location through us. Write us for enrollment form.

SPECIALISTS EDUCATIONAL BUREAU

301-302-303 Metropolitan Bldg. 306 N. Grand, St. Louis 3, Mo.
A member of the National Association of Teachers Agencies

HUFF

TEACHERS AGENCY
MISSOULA, MONT
Member N.A.T.A.
37 years' placement
service

ALASKA, HAWAII AND THE WEST

Needs teachers in all departments. Teaching salaries up to \$4000 and better. Register now. Free Life Membership.

ROCK MT. TEACHERS AGENCY

410 U.S. NAT. BANK BLDG. DENVER, COLO.

WE PLACE YOU In The Best Positions in Public Schools and Colleges in the U. S. A. Unexcelled Service. Largest in the West.

Wm. Buffer, Ph.D., Mgr.

Editorial PAGE

FINANCIAL FACTS

It now appears that the 66th General Assembly will not have completed its action on the public school appropriation before February 1.

The House Appropriations Committee increased the appropriation for state aid in the Omnibus Bill from one million to ten million.

On perfection the House raised the amount to 14 million.

The struggle is not over upon the final action of the House. School aid must be considered by the Senate Appropriations Committee (See List Page 33) and then by the whole Senate.

Members of the Senate Committee and the other members of the Senate should have your local needs for additional school support called to their attention and also the statewide implications as published in the November issue, Page 416.

These salient facts need to be widely disseminated:

- 1) State support for the 1949-51 biennium was \$86,620,853.05
- 2) The official Budget Estimate has been revised and it is now estimated the $\frac{1}{3}$ will yield slightly more than 83 million instead of 76 million
- 3) The State Board of Education has indicated to the General Assembly the need of a minimum of \$98,000,00 for state support for 1951-53
- 4) \$98,000,000 would provide for Missouri state participation equal to the average for the 48 states for such purposes
- 5) On July 1, 1951 the state had an unencumbered balance in its treasury of 42½ millions (none of this had been appropriated on Jan. 1). The new estimate of receipts makes available 14 million more in general revenue
- 6) 1 million dollars in state aid means \$50 per teaching unit to rural, elementary and highschools and must go into the teachers' fund.

It is believed the 14 million will just about provide sufficient funds with the $\frac{1}{3}$ to bring state participation to the level of the national average.

Any change that the Senate Appropriations Committee should suggest in the amount of school funds approved by the House will necessarily have to be voted on by the Senate as a body. It is therefore extremely important that your Senator know at once the sentiment of your board of education, civic leaders, P.T.A. members, and others on the urgent need for the additional 14 million for schools funds.

THE UNIVERSITY OF MISSOURI

1952 SUMMER SESSION

Calendar

- June 9—Monday, Registration and Orientation.
June 10—Tuesday, Classwork begins, 7 a.m.
July 4—Friday, Independence Day Holiday.
July 19—Saturday, First Term in School of Law closes, 4 p.m.
July 21—Monday, Second Term in School of Law begins, 8 a.m.
Aug. 1—Friday, Eight Weeks' Summer Session closes, 4 p.m.
Summer Commencement, 8 p.m.
Aug. 29—Friday, Second Term in School of Law closes, 4 p.m.

The Summer Session

You are invited to consider the 1952 Summer Session in your educational plans. The program will be University wide in scope. Students may enroll as freshmen or continue University study on all undergraduate and graduate levels.

All Schools and Colleges of the University will be in operation for Summer students.

College of Arts and Science	College of Engineering
College of Agriculture	Graduate School
School of Business and Public Administration	School of Journalism
College of Education	School of Law
	School of Medicine
Adult Education and Extension Service	

For information about the 1952 Summer Session, write to the Dean of the School or College in which you are interested or to the Director of the Summer Session, 107 Hill Hall.

Problem for the Teacher...

Take one annual salary earned in 10 months... Divide it by 12 to stretch the income around the calendar year... Add one prolonged siege of illness... and... Subtract the expenses of medical and hospital care... as well as the loss of income for weeks away from the classroom.

Result: multiplied worries and one seriously impaired living for any school teacher.



What's the Answer?

Your best answer is found in your M.S.T.A. Group Plan of Accident and Sickness Income Insurance for it not only pays you when you're disabled... it gives you a real peace of mind when you are well. Tomorrow's problem of financial loss due to accident or sickness can be solved TODAY if you enroll in your M.S.T.A. Group Plan which gives you MORE PROTECTION for LESS COST! Enroll today—tomorrow may be too late!

Mail this coupon TODAY to
MISSOURI STATE TEACHERS ASSOCIATION
Columbia, Missouri



Please send me, without obligation, an application for the LOW-COST Group Accident and Sickness Protection for members.

Name.....

Address.....

City.....

CONTINENTAL CASUALTY COMPANY
THE COMPANY UNDERWRITING YOUR M.S.T.A. PLAN

